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ABSTRACT

Second year activities of a 2-year North Carolina State Implementation Grant entailed a review of services for 3- and 4-year-old handicapped children, recommendations based on the findings, a review of teacher preparation programs, and associated staff activities. Review forms were distributed to 251 programs serving young handicapped children including schools, Head Start programs, and private locations. Analyses of findings were compared by program type, then combined for a picture of services across the state. Results indicated that referral and educational programing were the services most frequently provided, that a total sample of 2,807 children were served, and that programs serving emotionally disturbed children had the highest rate of response, although the highest percentage of the handicapped population served was speech/language impaired (29%) and the next highest was mentally handicapped (21%). Other findings focused on such aspects as instruction, related services, transportation, facilities, and personnel preparation. Recommendations included development of a multiple agency screening program, expansion of child related services, increased funding for parent training programs, and increased availability of inservice teacher education programs. Additionally, preservice and inservice needs in the state were reviewed based on the finding that most teachers are not certified in early education of the handicapped. (A program review form, the resulting analyses of data and implications for program expansion, a chapter on the early childhood handicapped for a state personnel development report, and conference materials developed during the second year of the grant are interspersed throughout the document as attachments.) (MC)

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ED232318

[State Implementation Grant

for

Preschool Handicapped Children

Final Report

November 1982]

Objective 1
Objective 2
Other Staff Activities (3)

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PREFACE

The State Implementation Grant Program has had a significant impact on the development of programs and services for young handicapped children in North Carolina. It has enabled the Division for Exceptional Children of the State Education Agency to broaden its scope of services by employing staff who have provided direction in the development and implementation of programs for the young handicapped.

Two consultants in early education of the handicapped have been employed through the grant to:

- coordinate all project activities,
- serve as resource consultants on programs and policies relating to young handicapped children to other State Education Agency staff, college and university personnel, Department of Human Resources staff and other agency personnel who work with young handicapped children, and
- coordinate special programs and services initiated through the P.L. 94-142 incentive grant program with the philosophy, policies and procedures developed as a result of the state implementation grant.

In 1980 the North Carolina State Implementation Grant proposal was approved for two years. Activities conducted during the first year of the grant are outlined in the end-of-year report submitted to the United States Department of Education in November 1981. Grant objectives are listed on the next pages, along with a description of accomplishments, milestones, materials developed and distributed, workshops conducted, and other relevant action taken during the second project year (1981-82).

OBJECTIVE 1

1. To complete a comprehensive plan for coordination of services to handicapped children, birth through age four, including standardization of guidelines, regulatory procedures and service delivery options.

   During the 1981 session of the North Carolina General Assembly, state budget cuts eliminated staff positions in both the Departments of Human Resources (DHR) and Public Instruction (DPI). Among those positions lost was that of the person from DHR who coordinated the Early Education Task Force, the committee appointed to develop the comprehensive plan for coordination of preschool services. As a result, action taken in the meetings outlined in the 1980 SIG end-of-the-year report was delayed, pending appointed of a new chairperson.

   By September 1981 no one in DHR had been assigned the responsibility for the efforts begun by the Early Education Task Force. In order to complete the work outlined in the 1982 SIG proposal, the following plan was designed:

   . Develop a survey which will be used to determine the types and extent of services available for three and four-year-old handicapped children and to identify anticipated needs for providing an appropriate educational program for the projected handicapped population in this age range.

   . Interview all agencies serving three and four-year-old handicapped children using the survey instrument to collect data. (Divisions in DHR to be included in the agencies surveyed.)

   . Compile and analyze the data.

   . Develop a written plan for providing an appropriate educational program for three and four-year-old handicapped children. The plan will include projections for needs in the following areas: personnel, training, related services (physical therapy, speech therapy, health, etc.), transportation, parent education, transition, instructional services, etc. It will address only the educational component for the three and four-year-old handicapped population and will be a part of a total, comprehensive plan for children, 0-4, when the Early Childhood Task Force is reactivated.

   . Present completed plan to the Legislative Commission on Children with Special Needs for their consideration and action.

   Activities conducted toward completion of the revised plan of action are outlined below:

   a. Developed a technical assistance agreement with TADS for aid in designing a comprehensive survey form for gathering information on current and needed services for three and four-year-old handicapped children. (October 1981)

   b. Met with designated consultants to define the information needed, discuss a workable format and establish timelines for completion of activities. (October, November 1981)

   c. Developed draft of the survey instrument for review and refinement by appropriate Division for Exceptional Children staff. (December 1981)

d. Met with designated consultants to plan revisions of the draft for development of the final instrument. (December 1981)

e. Completed survey instrument and distributed copies to two hundred fifty one (251) programs serving young handicapped children, including those in public schools, human resource agencies, developmental day, Head Start and other public and private locations. (January 1982) (See ATTACHMENT 1a)

f. Contacted directors of programs receiving the survey, either by phone or in person, to explain the purpose of the survey and assist them in completion of the instrument. (January, February 1982)

g. Received one hundred fifty-five (155) responses for a sixty-two (62) percent rate of return. (March 1982)

h. Compiled responses by type of program surveyed (i.e. public school, Head-Start). (April, May 1982)

i. Met with TADS consultant to review the compiled responses, analyze the findings, develop a format and prepare a plan for improving and expanding services. (June, July 1982)

j. Revised initial draft and prepared a final one for presentation to the Assistant Director, Interagency Planning and Services, and the Director, Division for Exceptional Children. (August 1982) (See ATTACHMENT 1b)

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

January 26, 1982

MEMORANDUM

TO: Programs/Agencies Providing Educational and Related Services to Three and Four-Year-Old Handicapped Children

FROM: Theodore R. Drain, Director
Division for Exceptional Children

SUBJECT: Review of Current Services and Projected Needs in the Areas of Educational and Related Services for Three and Four-Year-Old Handicapped Children

The Early Education of the Handicapped Section of the Division for Exceptional Children is in the process of identifying (1) current educational and related services available for three and four-year-old handicapped children and (2) projected needs in this area in FY1983. The compiled information will be used by our staff to work with local education agencies and other service providers in making optimal use of existing services and in planning for growth and expansion in preschool services for handicapped children.

Attached is a program review form that has been developed to gather information on several topics, including the following:

- types of programs offered (developmental day, Head Start, etc.)
- geographic areas served
- ages and numbers of children served
- funding sources
- types of services provided (referral, evaluation, educational, parent, etc.)
- transporation
- facilities, and
- personnel preparation

These topics were selected to give our staff a composite picture of the current capacity in the state for providing instructional services in this area, as well as the availability of evaluation and therapeutic services necessary for appropriate placement and the provision of a complete program. The request for funding levels and sources is being made so that we may determine, as nearly as possible, the costs for providing these services and the predominant funding methods.

Since a majority of services for preschool children exists in settings and agencies outside the public schools, we would like to request your assistance in helping us to locate the information needed. The review forms are being distributed to state-level contact persons for the types of services outlined. These persons will be contacted in a few days by Carolyn Perry, Chief Consultant, or Mable Hardison, Consultant, Early Education of the Handicapped, to schedule an interview date. Other programs, such as individual developmental day and Head Start programs, will be contacted by mail only. *The deadline for return of the review form is Friday, March 12, 1982.*

We would appreciate very much your cooperation in the completion of the review form. The data collected will be helpful to all programs serving young handicapped children as plans for growth and expansion are made. If you have questions concerning the survey, please contact Mrs. Perry or Ms. Hardison at (919) 733-6081. Thank you for your support and cooperation.

TRD/rg

Attachment

Review of Services for Handicapped Children, Ages 3-4
Division for Exceptional Children, State Department of Public Instruction
January 1982

The following review is being conducted to determine the extent of educational and related services currently available to handicapped children, ages 3-4. Please respond to those sections which pertain to the services your department or agency provides.

A. 1. Respondent's Name: _____ Title: _____

2. Program Type: ___Developmental Day ___Day Care ___Head Start ___Public School ___Other (specify)

3. Administrative Agency: ___DPI ___DHR / Division: _____ Section: _____

4. Types of Services:
___Referral
___Screening
___Evaluation (psychological, educational, sensory, medical, etc.)
___Health (immunization, physical, etc.)
___Educational Program
___Related Services (PT, OT, Speech, etc.)
___Transportation
___Parent/Family Services
___Other (specify)

5. Geographic Area:
___Statewide
___Regional (specify type)
___County
___City
___Other (specify)

6. Ages: ___Birth; ___1; ___2; ___3; ___4; ___5

7. Funding Sources:
a. Estimate total annual budget: _____
b. On the chart below indicate (1) percentage of funding provided by each source and (2) estimated percentage of funding to be provided in FY 1983.

Source of Funds	Current FY 82	Projected FY 83
Local		
State		
Federal		
Private (United Way, Foundations, etc.)		
Third Party Payments (Insurance, Medicaid, etc.)		
Fees (Payments by individuals)		
Other (specify)		

The following items relate to the service areas listed in item 4 above. Please complete only those sections which pertain to the services funded through your agency or department.

B. 1. Referrals
a. Sources: Rate the following in terms of how often referrals are received (frequency). 1 = High; 2 - Medium; 3 = Low; 4 - Never

___Medical referral
___Agency (social services, public health, etc.)
___Child Find Activities
___Parent referrals
___Screening
___Evaluation Center (DEC, DDDL, etc.)
___Other (specify)

b. Child Find Activities:

Public Awareness: Check the public awareness activities conducted by your agency and indicate the percentage of your budget used for these activities.

___Newspaper
___Radio/TV
___Flyers/Posters
___Speaking engagements
___Other (specify) _____

Budget/Expenditures	Current FY 82	Projected FY 83

Screening: Check areas in which screening is conducted and indicate cost per child.

Area	Current FY 82 Cost per child	Projected FY 83 Cost per child
___Motor		
___Vision		
___Hearing		
___Speech/Language		
___Educational		
___Psychological		
___Other (health, etc.)		

2. Evaluation

Services Performed	Current Number Evaluations	Current Waiting List	Current Cost per Child	Current Number Personnel*	Projected Number of Evaluations FY 83	Projected Cost per Child FY 83	Projected Add'l Staff Needed* FY 83
___Medical							
___Psychological							
___Educational							
___(motor, cognitive, etc.)							
___Speech/Lang.							
___Occ. Therapy							
___Phys. Therapy							
___Ophalmological							
___Psychiatric							
___Social Work							
___Adaptive Beh.							
___Psychomotor							
___Other (specify)							

C. Educational Program

1. Population: Complete the chart below with the number of three and four-year-olds served in each category according to handicapping condition and degree of severity.

	Mild	Moderate	Severe
Autistic			
Hearing Impaired			
	EMH	TMH	S/P
Mentally Handicapped			
Orthopedically Impaired			
Multihandicapped			
Other Health Impaired			
Seriously Emotionally Handicapped			
Specific Learning Disabilities			
Speech and Language Impaired			
Visually Impaired			
Other (specify)			

* In listing the number of personnel and projecting additional staff needs, indicate whole

2. Instruction: Complete chart, checking services offered and indicating appropriate number, cost, etc. In staff column, the term professionals means teachers, therapists, etc.; paraprofessionals, teacher aides, etc.

Services Offered	Current: Number Being Served	Current: Waiting List	Current: Staff* Prof.	Current: Staff* Para-prof.	Current: Cost Per Child	Projected Population FY 83	Projected: Cost Per Child FY 83	Projected: Addn'l Staff Needed* FY 83 Prof.	Projected: Addn'l Staff Needed* FY 83 Paraprof.
Instructional Program (Individually designed curriculum)									
Related Services									
___Occupational Therapy									
___Physical Therapy									
___Speech/Language									
___Psychological/ Psychiatric									
___Nursing Services (dispensing medicine, catherization)									
___Social Work									
___Audiological Services									
___Visual Services									
___Other (specify)									

3. Program Model: List the number of children served according to program model and indicate the hours of service provided.

Number of Hours Per Week	Home Based	Center Based	Combination	Other (specify)
Less than 1				
1 to 3				
3 to 5				
5 to 10				
10 to 20				
More than 20				

4. Parent Services: Check each type service offered and specify person(s) providing service (S=Staff, PT=Parent Trainer, P=Parent, O=Other (specify). Indicate under future plans if service is to be C (continued), A (added) or O (omitted).

	Currently Offered	Implemented by	Future Plans
Parent training in teaching child			
Parent information group meetings			
Parent support groups (social work, etc.)			
Individual parent counseling			
Parent Lending Library (toys, books)			
Other (specify)			

* In listing the number of personnel and projecting additional staff needs, indicate whole or fractional portions of positions.

D. Transportation

	Number Children Transported	Cost per Child	Projected Cost per child FY 83
Agency car, bus, van			
Contract with company/individual			
Reimbursement to parents			
Other (specify)			

E. Facilities

1. Physical Plant

Do the facilities currently used adequately house this population ___Yes; ___No.
If no, indicate below current and projected needs.

	Needs Renovation	Additions or Replacements	Estimated Cost
Buildings			
Classrooms			
Playgrounds			

2. Equipment

	Additions Necessary	Estimated Cost
Classroom furniture		
Adaptative Equipment (specialized to child)		
Instructional materials		
Supplies		

F. Personnel Preparation

1. Educational Requirements: Check the minimum educational requirements for staff employed by your agency.

	Paraprofessionals	Professionals
High School		
College		
1 year		
2 years		
3 years		
Undergraduate degree		
Graduate degree		
Other (specify)		

2. Certification: List the number of personnel certified in each area listed below.

	Early Childhood Education	Special Education	Elementary Education	Other (Specify Area and Number)
Program Director				
Teachers				

Supplemental Questions

1. a. Would a systematic statewide preschool screening program be a more effective method of locating three and four-year-old children with potential learning problems? ____ Yes; ____ No.

   b. If a screening program were initiated, should it be a ____ single or ____ multiple agency responsibility?

2. List anticipated changes in your agency's program for the coming year (FY 83). (For example, changes in service delivery model, frequency of service, types of handicapping conditions served.)

3. If current transportation services available to your program are inadequate, identify projected needs. (For example, additional funding, specialized equipment such as vehicles with lifts and safety devices, driver training, etc.)

4. To facilitate transition of children from your program to a new one, list changes you would like to see occur.

5. a. Does your program provide on a scheduled basis staff development activities related to services for preschool education? ____ Yes; ____ No.

   b. If yes, check the type of activities provided and the frequency with which they are offered.

____ Topical workshops, institutes	____ Weekly
____ Conventions	____ Monthly
____ College course work	____ Quarterly
____ Other (specify)	____ Semi-annually
	____ Annually
	____ Other (specify)

EDUCATIONAL AND RELATED SERVICES FOR HANDICAPPED CHILDREN AGES THREE AND FOUR

RESULTS OF REVIEW AND RECOMMENDATIONS FOR PROGRAM EXPANSION

Introduction

In February and March 1982 a review of services for handicapped children ages three and four was conducted by the Division for Exceptional Children, State Department of Public Instruction, to determine the extent of educational and related services currently available in North Carolina. Additionally, the review sought to identify projected needs in this area for FY 1983. It was the intent of the Division that the compiled information and an analysis of the results be made available to planners in the area of early education of the handicapped for use in two ways: (1) to work with local education agency staff and other service providers in making optimal use of existing services and (2) to plan for growth and expansion in preschool services for handicapped children.

Review forms were distributed to 251 programs serving young handicapped children, including those in public schools, human resource agencies, developmental day, Head Start and other public and private locations (Appendix 1). Forms were directed to program administrators with instructions to complete only those sections pertinent to their specific range of services. Division for Exceptional Children staff also were available to explain the questionnaire and to assist respondents as necessary. One hundred fifty-five (155) responses were received for a 62 percent rate of return.

Part One of this report presents an analysis of the review findings. The results received from the agencies and programs contacted were compiled first by type of program (developmental day, Head Start, etc.) and then combined for a total picture of services across the state (Appendix 2). In the following pages each part of the review has been summarized to describe the major findings in each area.

Part Two presents recommendations for implementation of full educational services to three and four-year-old handicapped children. These recommendations are based on the results of the survey and on the recognized need for early intervention to minimize developmental delays that impede learning as children with special needs enter the educational system. The survey gives a skewed picture of services available because programs are so scattered and fragmented that it was difficult to secure information from each respondent on all items. The survey, however, does show that:

(1) programs are operating to capacity;

(2) a multiple agency screening program is needed to identify young handicapped children;

(3) evaluations are conducted by trained Department of Human Resources personnel;

(4) transition programs are required to insure continuity of services;

(5) parent involvement plays a major role in early intervention; and

(6) personnel working with young handicapped children have limited or no training in the areas of early childhood special education, early childhood development or special education in general.

Therefore, the recommendations in Part Two address the items mentioned above as well as others required to provide a complete educational program.

I. Review Findings

A. Program Identification

1. Program Type

Responding agencies included the following types of service providers.

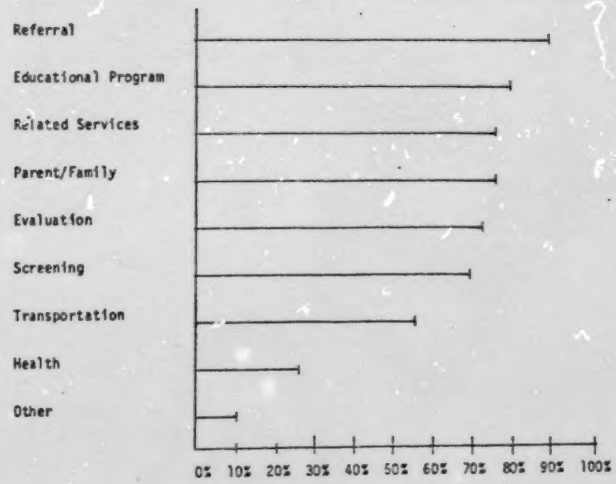
a. Developmental Day Care
b. Mental Health/Early Intervention
c. Head Start
d. Mental Retardation/Early Intervention (PACT, ECIP)
e. Department of Human Resources
f. Speech and Hearing Clinics
g. Public School

2. Types of Services

North Carolina programs provide a wide range of services to meet the needs of their populations. However, programs are specialized and each one does not necessarily provide a full range of services. Figure 1 illustrates the types and percentages of services. Referral (87%) and educational programming (80%) were most frequently provided while health (25%) and transportation (55%) were least readily available.

Figure 1

TYPES OF SERVICES PROVIDED BY PROGRAMS



3. Geographic Area

Most county areas served county and city residents. Statewide and regional catchment areas served less than 10 percent of cases.

4. Ages

Many programs serving three and four-year-old handicapped children also serve an expanded population, such as 0-18. In those programs information specific to the three and four-year-olds was difficult to isolate from the total population.

5. Funding Sources

Six sources of funding were identified: local, state, federal, private (United Way, Foundations), Third Party Payments (Insurance, Medicaid), and Fees. Government funding is the major source of revenue for the majority of agencies. Programs have projected a decline in federal funding which will require increases from local, state and other funding sources. For FY 1983 programs predict budgetary constraints which may reduce existing levels of service delivery, staff positions and plans for expansion of services (Appendix 2 page .)

B. Referrals

Programs were requested to rank sources of referrals from seven (7) possible areas. Respondents ranked evaluation centers as the most frequest and Child Find as the least frequent referral sources.

1. Screening

Currently screening services are provided by fewer than 55 percent of the respondents. In a supplemental question concerning the need for screening programs the majority of respondents indicated that there is a need for a multiagency systematic screening process.

2. Evaluation

Respondents reported on eleven types of evaluations: medical, speech and language, physical therapy, psychological, social, educational, adaptive behavior, psychomotor, occupational therapy, ophthalmology, psychiatric. The majority of evaluations are performed by Department of Human Resources agencies

including: Developmental Evaluation Clinics, Mental Health Centers and public health departments. These programs provide evaluation services to a large general population as well as to those children suspected of being handicapped.

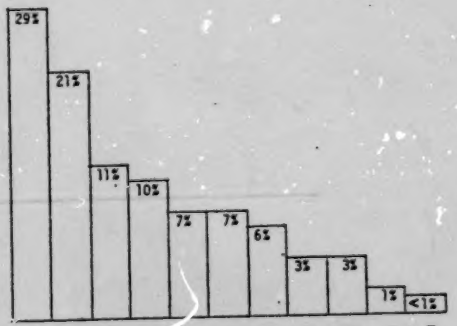
C. Education Program

1. Population

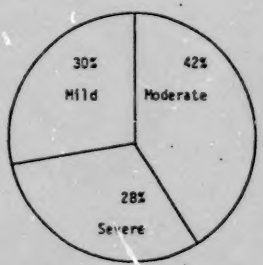
The respondents reported a total sample of 2807 three and four-year-old handicapped children representing the categories recognized in North Carolina. In Figure 2 percentages of children served are represented according to nature and severity of handicapping condition. Of the programs surveyed those serving emotionally handicapped children had a higher rate of response. Consequently, the sample may reflect a disproportionate percentage of young children in this classification. Within the sample, 42 percent of the handicapped children fell into the moderate range, 30 percent in the mild and 28 percent in the severe.

Figure 2

HANDICAPPING CONDITIONS: CATEGORIES (N = 2807)



HANDICAPPING CONDITIONS: SEVERITY (N = 2807)



2. Instruction

Respondents reported 2831* pupils currently receiving individualized instructional programs. An additional 12 percent comprises an identified but unserved list of pupils.

a. Staff-Pupil Ratio

Results of the survey indicated that staff-pupil ratio corresponds to class size requirements in Rules Governing Programs and Services for Children with Special Needs. Specifically professional to pupil ratio was 1:10; paraprofessional to pupil was 1:11.

b. Cost Per Child

CPC data was unavailable from many programs. Because of the small size of the sample, the following cost data should be considered as only a rough estimate of current instructional cost per child per school year (considered as ten months). Figures primarily reflect personnel costs and may not include: administrative costs, facilities, staff development activities and other related needs and services.

	Projected FY83
Developmental Day Care Providers Mean = $4170 Range = $2400 to $6200 Median = $3630	+8%
Mental Health/Early Intervention Mean = $4000 Range = $1600 to $7200 Median = $3630	Unavailable
DHR Agencies Mean = $3829 Range = $1500 to $5650 Median = $3750	Unavailable
DPI-Preschool Incentive Grant Program Mean = $1372 (Does not include in kind or other costs contributed by the local school administrative unit.)	Unavailable

* Variance between sample sizes may be attributed to children in transition, diagnostic criteria and program accounting measures.

c. Related Services

Related services refer to those services that enable handicapped children to receive the maximum benefits of an instructional program. The table below represents the percentages of handicapped children (N = 2831) who receive one or more related services. The small size of the sample provides only a rough estimate of the related services cost per child per school year.

Related Service	Percent of Sample Enrolled	CPC
Social Work	59%	$403
Speech and Language	46%	519
Audiological Services	32%	73
Visual Services	24%	85
Physical Therapy	23%	578
Psychological/Psychiatric	22%	26 per hour
Nursing	11%	175
Occupational Therapy	6%	360

Programs reported 554 children as identified but unserved for related services.

3. Program Model

Options for service delivery include: home based, center based and combination programs. Most children attend programs located in centers. Forty-eight percent of the children sampled attend a program for more than 20 hours per week.

4. Parent Services

Services for parents of young handicapped children are an important component of comprehensive programming for the special needs population. Specialists and parents work cooperatively to build foundation skills and expand learning experiences at home and school. The percentages of programs providing parent services are listed in the table below.

Parent training in teaching child	68%
Parent information group meetings	61%
Parent support groups (social work, etc.)	35%
Individual parent counseling	57%
Parent Lending Library (toys, books)	38%
Other (specify)	

D. Transportation

Transportation via agency vehicle was the most widely used method (57%) while contractual transportation services were provided by 34%. CPC data was not available in most cases. Most respondents projected need for additional transportation funds, especially in light of federal funding reductions.

E. Facilities

Thirteen percent of the respondents indicated that present facilities inadequately house the population. Improvement cost estimates for physical plants ranged from $2000 to $22,000 ($2000 median). Equipment additions ranged from $100 to $5000 (average $1200).

F. Personnel Preparation

Fifty-three percent of the responding agencies require undergraduate degrees for professional employment; 35 percent require graduate degrees. Head Start respondents indicated that program policy supported flexible education requirements for hiring standards. For paraprofessionals 81 percent of the programs responding required a high school education. Approximately 50 percent of both program directors and teachers sampled held certification outside the areas of Early Childhood Education, Special Education, or Elementary Education. Certification areas include: nursing, social work, psychology, speech and language, child development, physical therapy.

G. Supplemental Questions

1. Screening

Eighty-two percent of the respondents supported the development of a systematic screening process. Eighty-one percent indicated that the screening process should be a multiple agency responsibility.

2. Anticipated Program Changes

Responses to the question of anticipated changes were varied. The major concern was loss of services resulting from decreased availability of funds.

3. Transportation

See I. D, page

4. Transition

The survey respondents offered recommendations for improving the transition process between preschool and public school programs. Respondents emphasized the need for cooperative patterns of communication among sending and receiving schools and parents. Recommendations include:

- Improved methods of sharing information,
- Better feedback and follow up,
- Representation of the child's preschool and school personnel at placement committee and IEP meetings.

Additional improvements suggested include:

- Funding to support consultation and follow up,
- Additional self-contained and jointly operated (DPI and DHR) programs for children with severe emotional handicaps,
- Addition of EMH classrooms limited to five and six year olds,
- More intensive speech and language programs for primary aged speech/language impaired children,
- Transitional classrooms between developmental day care programs and public schools, and
- Provision of technical assistance to day care centers to facilitate placement of special population(s) in the least restrictive environment.

5. Scheduled Staff Development

Eighty-nine percent of respondents indicated some form of scheduled staff development provided. Topical workshops held quarterly were the most common format among agencies.

II. Recommendations:

A. Child Identification

1. Child Find - that the Department of Public Instruction assist local school administrative units in expanding Child Find efforts at the preschool level. Special assistance would include training of local Child Find coordinators in areas such as:

(a) recognizing the need for early identification services;

(b) identifying available resources for preschool handicapped children and their families; and

(c) developing awareness programs for the general public and for professionals (physicians, social service providers, community educators, public health providers, etc.).

Implementation Schedule

Expansion of Child Find and identification of resources should be implemented in the 1983-84 school year. Activities should include increased contact with (1) pediatricians, public health departments and other programs/agencies serving young children to locate those with special needs and with (2) existing area programs providing educational and related services to identify service capacity. Technical assistance should be made available to Child Find coordinators in the form of information packets and consultation in planning awareness programs. Implementation of awareness programs should be phased in over a five-year period.

Estimated Staff/Funding Needs

Staff - Use existing staff.

Funding - Public awareness program (advertising and information and training materials.)

2. Screening - that a statewide screening system be developed, employing multi-agency personnel and resources to provide systematic screening of the three and four-year-old general population. Screening of this population is defined as a *brief* assessment procedure designed to identify children who *may* need further evaluation and educational intervention. Legislation intro-

duced in the 1981 session of the General Assembly supports the value of a comprehensive screening program for children below school age. The need for this legislation has been documented by the Department of Public Instruction review of services. Early childhood service providers may operate within the framework of this proposed legislation to implement local screening programs.

Implementation Schedule

To be determined by legislation.

Estimated Staff/Funding Needs

Staff - Determined by extent and timeframe of legislation.

Funding - Determined by legislation.

Screening programs initiated through Screening, Evaluation and Planning (SEP) grants (P. L. 94-142, Education of the Handicapped Act, Title VI, Part B, Preschool Incentive Grant Program) and administered through the Division for Exceptional Children, Department of Public Instruction, have varied in cost from $3,000 to $7,000, depending upon several cost variables: size of population to be screened, instrument(s) used, areas of screening included (i.e., medical, dental in addition to regular developmental areas), staff required, extent of advertising, etc.

3. Evaluation - that existing Developmental Evaluation Centers be allocated adequate personnel and resources to meet the needs of all three and four-year-old children requiring multidisciplinary evaluation services. Areas of evaluation may include but not be limited to: (1) psychological, (2) neurological, (3) physical, (4) hearing, (5) vision, (6) speech, (7) educational, and (8) social history. Evaluation requirements for suspected handicapping conditions in preschool children parallel those for school-aged children and are outlined in Rules Governing Programs and Services for Children with Special Needs.

   Implementation Schedule

   Expansion of personnel and resources should be phased in over a five-year period, beginning in 1984 with full implementation by 1989.

Estimated Staff/Funding Needs

Staff - To be determined by Developmental Evaluation Centers Program, Department of Human Resources.

Funding - To be determined by Developmental Evaluation Centers Program, Department of Human Resources.

Staff and program funding needs would be determined on the basis of additional personnel required to serve approximately 12% of the estimated three and four-year-old population. In 1983 it is estimated that there will be 10,138 three-year-olds and 10,054 four-year-olds with special needs. These numbers have been determined by applying the 12% incidence figure to the number of live births recorded in the State in 1979 and 1980. Costs per child for services would be determined by the number of evaluations required for each child. Appendix 3 provides an explanation of types of evaluations and costs for each.

B. Child Related Services

1. Early Intervention Programs - that the instructional and related services needs of all three and four-year-old handicapped children be met through the combined efforts of the Departments of Public Instruction and Human Resources, developmental day, Head Start and other public and private service providers. With 60% of the programs surveyed reporting, the Review of Services indicated 2,831 children are receiving special instructional and related services. Based on these figures, it is estimated that some 1,887 children are being served by the remaining programs. Therefore, the total estimated figure for children in instructional programs may be as high as 4,718. The anticipated number of three and four-year-old children needing special services in 1983 is 20,200 (Refer to numbers explained in Evaluation section.), or an additional 15,500 over the figures reported.

   To implement the services needed it is further recommended (1) that the Department of Public Instruction be designated the lead agency to coordinate provision of instructional services to the three and four-year-old handicapped population and (2) that adequate funds be allocated to the public school fund to finance the needed services.

As the lead agency, the Department of Public Instruction would be responsible for administering program funds to all service providers and establishing guidelines for accessing these monies. Placement of children in appropriate programs would be determined by a countywide interagency committee composed of representatives from preschool programs. Programs in which children are placed would then become eligible to receive funds.

Implementation Schedule

Expansion of instructional services should be phased in over a five-year period, beginning in 1984 with full implementation by 1989..

Staff/Funding Needs

The Review of Services indicated a staff-pupil ratio of one professional to ten children and one paraprofessional to eleven children in centerbased settings. Therefore, the projected large number of preschool handicapped children would necessitate a substantial funding request for staff if these ratios are to be maintained or approximated. Consultation with budget officers is necessary to determine a realistic figure.

2. Transportation - that rules and regulations governing use of public agency transportation funds be amended or clarified to allow the use of the funds for three and four-year-old children. It is further recommended that a coordinated transportation system be developed within each county to provide all preschool handicapped children enrolled in educational programs free access to those programs. Participants in the coordinated system should include all public supported preschool programs with optional participation by private agencies. Consolidation of resources would enable program providers to share expense of vehicles as well as operational and other related costs.

Implementation Schedule

Transportation services should be implemented within the same timelines as those for instructional services to insure access of children to programs.

Staff/Funding Needs

Data compiled by the North Carolina State Board of Education, Controller's Office, Division of Statistical Services, reported that in 1982 the annual cost per pupil

transported was $135.28. Cost figures vary annually. Projections should be made each year depending upon the anticipated number of children to be transported.

3. Parent Services - that parent education and training be a required component of all instructional programs for preschool handicapped children and that consultation and technical assistance on the organization of parent programs be provided by state agency staff to local service providers. Technical assistance and consultation would include:

   (1) training in home instructional techniques,

   (2) development of group and individual counseling skills,

   (3) methods for accessing required services, and

   (4) methods for establishing special services such as lending libraries.

   Implementation Schedule

   Technical assistance and consultation should be made available to services providers beginning with the 1983-84 school year. Full implementation of parent services should coincide with the implementation of instructional programs.

   Staff/Funding Needs

   Staff - Use existing staff.

   Funding - Approximately $25.00 per parent per year should be allotted for parent training programs and materials. This amount should be included in the total program funds to be administered by the Department of Public Instruction as described in B.1.

4. Facilities - that additional programs be housed in existing facilities to the maximum extent possible with modifications being made to meet the physical, developmental and instructional needs of preschool handicapped children. State agency staff should provide consultation to state and local planners on classroom design.

Implementation Schedule

Appropriately designed facilities should be available for occupancy as new instructional programs are implemented between 1984 and 1989.

Staff/Funding Needs

In discussion with staff in the Division of School planning, no specific figures could be determined for individual classroom renovation. Costs would vary according to the amount of renovation to be done, geographic location, accessibility of work force and price of materials. However, a minimum estimate for any changes would be $1500 per classroom or $4000 if bathroom facilities are added, for an average of $2750 per room.

5. Program Transition - that program transition procedures be implemented within each county for agencies serving young handicapped children. The procedures should be developed by a team of persons representing area preschool programs and should include guidelines for sharing information between the sending and receiving schools, assisting both the child and the family during the transition process, and assisting program administrators and instructional staff at the receiving school in preparing for and integrating the child into existing or specially designed programs.

Implementation Schedule

Program transition teams and procedures should be established within each county by the 1983-84 school year. Full implementation should be completed by 1989.

Staff/Funding Needs

Staff - Use existing staff.

Funding - No major expenditures would be required.

C. Personnel Needs

1. Inservice Training - that inservice training be made available to preschool program staff to update skills of existing personnel and provide pretraining opportunities for new staff required. In addition, it is

recommended that the Department of Public Instruction be designated as the lead agency in planning and providing appropriate training. Such training should be provided through workshops, institutes, and contracts with public and private trainers and should include such topics as:

- early childhood development,
- screening and assessment,
- instructional and general program planning,
- instructional materials and adaptive equipment,
- parent involvement, and
- cooperation with other agencies.

Implementation Schedule

Inservice training should be made available to existing public school, Head Start and developmental day program staff in 1983 and to other program and new personnel on a phase-in basis through 1989.

Staff/Funding Needs

Staff - Use existing Department of Public Instruction staff to plan and coordinate inservice training; contract with public and private staff development personnel/ trainers at established state rates.

Funding - Anticipated training needs over the five-year phase-in period are for two institutes per year. Estimated costs: two institutes at $10,000 = $20,000 annually or $100,000 for five-year period.

2. Technical Assistance - that interdisciplinary resource teams be developed to provide consultation and technical assistance to preschool handicapped service providers in support service areas including occupational and physical therapy, speech/language therapy, home-school coordination and parent training. Limited access and/or unavailability of personnel in these areas so essential to preschool education of the handicapped make it vital that itinerant resource teams be established. Team members

would work with program providers in identifying needs and resources and in providing training and consultation to staff, parents and children. To serve the state, two teams composed of a minimum of two and a half professional positions (one speech/language clinician, one occupational /physical therapist and one half parent trainer/home-school coordinator) and one office staff position, should be organized.

Implementation Schedule

One team should be established and in operation by the 1984 school year and the second by 1986.

Staff/Funding Needs

Staff - Five professional staff positions. Two office staff positions. (Two teams each composed of two and one half professional positions and one office position.)

Funding - Appropriate funding for staff positions outlined above, office space, travel, supplies, and training materials. Estimated costs: 1984 - $70,000; 1986 - $150,000.

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

January 26, 1982

MEMORANDUM

TO: Programs/Agencies Providing Educational and Related Services to Three and Four-Year-Old Handicapped Children

FROM: Theodore R. Drain, Director
Division for Exceptional Children

SUBJECT: Review of Current Services and Projected Needs in the Areas of Educational and Related Services for Three and Four-Year-Old Handicapped Children

The Early Education of the Handicapped Section of the Division for Exceptional Children is in the process of identifying (1) current educational and related services available for three and four-year-old handicapped children and (2) projected needs in this area in FY1983. The compiled information will be used by our staff to work with local education agencies and other service providers in making optimal use of existing services and in planning for growth and expansion in preschool services for handicapped children.

Attached is a program review form that has been developed to gather information on several topics, including the following:

- types of programs offered (developmental day, Head Start, etc.)
- geographic areas served
- ages and numbers of children served
- funding sources
- types of services provided (referral, evaluation, educational, parent, etc.)
- transporation
- facilities, and
- personnel preparation

These topics were selected to give our staff a composite picture of the current capacity in the state for providing instructional services in this area, as well as the availability of evaluation and therapeutic services necessary for appropriate placement and the provision of a complete program. The request for funding levels and sources is being made so that we may determine, as nearly as possible, the costs for providing these services and the predominant funding methods.

Since a majority of services for preschool children exists in settings and agencies outside the public schools, we would like to request your assistance in helping us to locate the information needed. The review forms are being distributed to state-level contact persons for the types of services outlined. These persons will be contacted in a few days by Carolyn Perry, Chief Consultant, or Mable Hardison, Consultant, Early Education of the Handicapped, to schedule an interview date. Other programs, such as individual developmental day and Head Start programs, will be contacted by mail only. *The deadline for return of the review form is Friday, March 12, 1982.*

We would appreciate very much your cooperation in the completion of the review form. The data collected will be helpful to all programs serving young handicapped children as plans for growth and expansion are made. If you have questions concerning the survey, please contact Mrs. Perry or Ms. Hardison at (919) 733-6081. Thank you for your support and cooperation.

TRD/rg

Attachment

Review of Services for Handicapped Children, Ages 3-4
Division for Exceptional Children, State Department of Public Instruction
January 1982

The following review is being conducted to determine the extent of educational and related services currently available to handicapped children, ages 3-4. Please respond to those sections which pertain to the services your department or agency provides.

A. 1. Respondent's Name: _____ Title: _____

2. Program Type: ___Developmental Day ___Day Care ___Head Start ___Public School ___Other (specify)

3. Administrative Agency: ___DPI ___DHR / Division: _____ Section: _____

4. Types of Services:
___Referral
___Screening
___Evaluation (psychological, educational, sensory, medical, etc.)
___Health (immunization, physical, etc.)
___Educational Program
___Related Services (PT, OT, Speech, etc.)
___Transportation
___Parent/Family Services
___Other (specify)

5. Geographic Area:
___Statewide
___Regional (specify type)
___County
___City
___Other (specify)

6. Ages: ___Birth; ___1; ___2; ___3; ___4; ___5

7. Funding Sources:
a. Estimate total annual budget: _____
b. On the chart below indicate (1) percentage of funding provided by each source and (2) estimated percentage of funding to be provided in FY 1983.

Source of Funds	Current FY 82	Projected FY 83
Local		
State		
Federal		
Private (United Way, Foundations, etc.)		
Third Party Payments (Insurance, Medicaid, etc.)		
Fees (Payments by individuals)		
Other (specify)		

The following items relate to the service areas listed in item 4 above. Please complete only those sections which pertain to the services funded through your agency or department.

B. 1. Referrals
a. Sources: Rate the following in terms of how often referrals are received (frequency). 1 = High; 2 - Medium; 3 = Low; 4 - Never

___Medical referral
___Agency (social services, public health, etc.)
___Child Find Activities
___Parent referrals
___Screening
___Evaluation Center (DEC, DDDL, etc.)
___Other (specify)

b. Child Find Activities:
Public Awareness: Check the public awareness activities conducted by your agency and indicate the percentage of your budget used for these activities.

___Newspaper
___Radio/TV
___Flyers/Posters
___Speaking engagements
___Other (specify) _____

Budget/Expenditures	Current FY 82	Projected FY 83

Screening: Check areas in which screening is conducted and indicate cost per child.

Area	Current FY 82 Cost per child	Projected FY 83 Cost per child
___Motor		
___Vision		
___Hearing		
___Speech/Language		
___Educational		
___Psychological		
___Other (health, etc.)		

2. Evaluation

Services Performed	Current Number Evaluations	Current Waiting List	Current Cost per Child	Current Number Personnel*	Projected Number of Evaluations FY 83	Projected Cost per Child FY 83	Projected Add'l Staff Needed* FY 83
___Medical							
___Psychological							
___Educational							
___(motor, cognitive, etc.)							
___Speech/Lang.							
___Occ. Therapy							
___Phys. Therapy							
___Ophalmological							
___Psychiatric							
___Social Work							
___Adaptive Beh.							
___Psychomotor							
___Other (specify)							

C. Educational Program
1. Population: Complete the chart below with the number of three and four-year-olds served in each category according to handicapping condition and degree of severity.

	Mild	Moderate	Severe
Autistic			
Hearing Impaired			
	EMH	TMH	S/P
Mentally Handicapped			
Orthopedically Impaired			
Multihandicapped			
Other Health Impaired			
Seriously Emotionally Handicapped			
Specific Learning Disabilities			
Speech and Language Impaired			
Visually Impaired			
Other (specify)			

* In listing the number of personnel and projecting additional staff needs, indicate whole or fractional portions of positions.

2. Instruction: Complete chart, checking services offered and indicating appropriate number, cost, etc. In staff column, the term professionals means teachers, therapists, etc.; paraprofessionals, teacher aides, etc.

Services Offered	Current: Number Being Served	Current: Waiting List	Current: Staff* Prof.	Current: Staff* Para-prof.	Current: Cost Per Child	Projected Population FY 83	Projected Cost Per Child FY 83	Addn'l Staff Needed* FY 83 Prof.	Addn'l Staff Needed* FY 83 Paraprof.
Instructional Program (Individually designed curriculum)									
Related Services									
Occupational Therapy									
Physical Therapy									
Speech/Language									
Psychological/ Psychiatric									
Nursing Services (dispensing medicine, catherization)									
Social Work									
Audiological Services									
Visual Services									
Other (specify)									

3. Program Model: List the number of children served according to program model and indicate the hours of service provided.

Number of Hours Per Week	Home Based	Center Based	Combination	Other (specify)
Less than 1				
1 to 3				
3 to 5				
5 to 10				
10 to 20				
More than 20				

4. Parent Services: Check each type service offered and specify person(s) providing service (S=Staff, PT=Parent Trainer, P=Parent, O=Other (specify). Indicate under future plans if service is to be C (continued), A (added) or O (omitted).

	Currently Offered	Implemented by	Future Plans
Parent training in teaching child			
Parent information group meetings			
Parent support groups (social work, etc.)			
Individual parent counseling			
Parent Lending Library (toys, books)			
Other (specify)			

* In listing the number of personnel and projecting additional staff needs, indicate whole or fractional portions of positions.

Supplemental Questions

1. a. Would a systematic statewide preschool screening program be a more effective method of locating three and four-year-old children with potential learning problems? ____ Yes; ____ No.

   b. If a screening program were initiated, should it be a ____ single or ____ multiple agency responsibility?

2. List anticipated changes in your agency's program for the coming year (FY 83). (For example, changes in service delivery model, frequency of service, types of handicapping conditions served.)

3. If current transportation services available to your program are inadequate, identify projected needs. (For example, additional funding, specialized equipment such as vehicles with lifts and safety devices, driver training, etc.)

4. To facilitate transition of children from your program to a new one, list changes you would like to see occur.

5. a. Does your program provide on a scheduled basis staff development activities related to services for preschool education? ____ Yes; ____ No.

   b. If yes, check the type of activities provided and the frequency with which they are offered.

____ Topical workshops, institutes	____ Weekly
____ Conventions	____ Monthly
____ College course work	____ Quarterly
____ Other (specify)	____ Semi-annually
	____ Annually
	____ Other (specify)

REVIEW RESULTS

Number of Programs Contacted = 251
Number of Responses = 155

1. *Program Type:*

Developmental Day	30%
Dept. of Human Resources Agency	12%
Head Start	13%
Public School	28%
Mental Health/Early Intervention	8%
Mental Retardation/PACT/ECIP	5%
Speech/Hearing Clinics	4%

Administrative Agency:

DPI	
DHR	
Division	
Agency	

2. *Types of Services:*

N = 155 program respondents.

See Attachment A for detail of program types.

Referral	87%
Screening	71%
Evaluation	75%
Health	25%
Ed. Program	80%
Related Services	76%
Transporation	55%
Parent/Family	76%
Other	11%

ATTACHMENT A

Range of Services Provided by Programs

Service Component	N=46 Developmental Day Care Pgms.	N=13 Mental H. Early Int.	N=20 Headstart	N=7 PACT/ECIP	N=44 Public Sch.	N=19 DHR	N=6 S/H
Referral	72%	85%	100%	86%	100%	79%	100%
Screening	45%	54%	100%	71%	100%	50%	83%
Evaluation	47%	92%	80%	71%	100%	58%	100%
Health	20%	0%	100%	14%	2%	32%	33%
Ed. Program	96%	77%	90%	71%	82%	53%	17%
Related Services	80%	31%	100%	71%	77%	68%	83%
Transportation	85%	46%	100%	29%	32%	26%	0%
Parent/Family	83%	100%	100%	100%	55%	74%	33%
Other	13%	0%	20%	0%	0%	26%	33%

3. *Geographic Area:*

Percentage of Programs Serving Geographic Areas: Residence Eligibility

Statewide	7%
Regional	5%
County	62%
City	19%
Other	7%

4. *Ages:*

Percentage of Programs Providing Service to Age Groups: Age Eligibility

Birth	28%
1	38%
2	65%
3	97%
4	95%
5	60%

5. *Funding Sources:*

See Attachments B,C

Estimated Annual Budget _____

	FY82	FY83
Local		
State		
Federal		
Private		
3rd Party		
Fees		
Other		

ATTACHMENT B

Funding Sources: Developmental Day Care Respondents

Adjusted Average Percentages Reported

	FY82	FY83
Local	19.2%	21.3%
State	38.5%	42.5%
Federal	23.8%	13.4%
Private	3.8%	8.7%
3rd Party	4.6%	6.3%
Fees	4.6%	4.7%
Other	5.5%	3.1%
	100%	100%

Funding Sources: Head Start Respondents

	FY82	FY83
Local	8.6%	11.6%
State	11.5%	13.6%
Federal	65.5%	61.2%
Other (In kind)	14.4%	13.6%
	100%	100%

Funding Sources: Mental Retardation/Early Intervention Respondents

No FY83 Projections Given

	FY82
Local	14.3%
State	63.8%
Federal	15.2%
Private	5.7%
3rd Party	1 %
	100%

Funding Sources: Public School Respondents

No FY83 Projections

	FY82
Local	9.2%
State	3.1%
Federal	87.8%
	100%

Funding Sources: Speech/Hearing Clinics Respondents

	FY82	FY83
State (1 Respondent Only)		
3rd Party	80.8%	81.2%
Fees	19.2%	18.8%
	100%	100%

Funding Sources: DHR Agencies Respondents

	FY82	FY83
Local	12.2%	20.8%
State	50.0%	49.6%
Federal	33.8%	26.4%
Private (UCP only 60%)		
3rd Party	3.2%	2.4%
Fees	.8%	.8%
	100%	100%

B. 1. Referrals

Respondents ranked the following in terms of relative frequency.
1 = Most Frequent
6 = Least Frequent

a. *Sources:*

	(H)
Medical	3
Agency	2
Child Find	6
Parent	4
Screening	5
Evaluation Center	1
Other	

b. *ChildFind Public Awareness:*

Activities ranked according to program use.

1 = Most Frequent
5 = Least Frequent

Newspaper	2
Radio/TV	4
Flyers/Posters	3
Spkg. Engmts.	1
Other	5

Budget/Expenditures	FY82	FY83
Most programs could not report on child find budget and expenditures.		

Screening:

Area: Reports percentage of programs that supply screening service. CPC data is reported as the average of screening test cost per administration. Costs per year or diem were not compiled. Data supplied by DD, Head Start and MH/EI. DHR agency responses supplied a range of $22-$25 CPC for multi-area screening package such as EPSDT.

	Area	FY82/CPC	FY83CPC	Rate of Increase
Motor	48%	$ 4.35	$ 4.50	+3%
Vision	43%	$ 3.83	$ 4.16	+9%
Hearing	55%	$ 8.06	$ 8.37	+4%
Sp.Lang.	45%	$ 9.00	$ 9.60	+7%
Educ.	42%	$14.58	$15.59	+7%
Psycho.	27%	$56.00	$70.00	+25%
Other	28%	$24.25	$26.50	+9%

2. *Evaluation:*

See
Attachments D, E

Current Services	# Evals.	Waiting List	CPC	#Personnel
Medical				
Psychological				
Educational				
Speech/Language (Speech/Lang.)				
Occupational Therapy (OT)				
Physical Therapy (PT)				
Ophthalmology (Ophthal.)				
Psychiatric				
Social				
Adaptive Behavior (Adapt. Beh.)				
Psychomotor				
Other				

Evaluation

The following table presents information supplied by respondents concerning numbers of evaluations administered in FY1982 by category. Figures are rounded to nearest 100.

Evaluation Type	Total FY1982	Total Programs Providing	% by DHR
Medical	19,200	34	86%
Speech and Language	15,800	58	83%
Physical Therapy	15,200	35	96%
Psychological	13,800	43	94%
Social	12,200	34	82%
Education	10,500	55	64%
Adaptive Behavior	1,200	25	29%
Psychomotor	700	16	39%
Occupational Therapy	500	14	79%
Ophthalmology	100	13	0%
Psychiatric	200	12	0%
Other	5,000	11	84%

See
Attachment E

Projected Services	#Evals.	CPC	Add'l Staff Needed
Medical			
Psycho.			
Educational			
Sp./Lang.			
OT			
PT			
Ophthal.			
Psychiatric			
Social			
Adapt. Beh.			
Psychomotor			
Other			

ATTACHMENT E

Evaluation

The following table presents current and projected cost per child data by review respondents. Information given reflects only a small sample as many programs were unable to supply CPC data for evaluation procedures. %Δ indicates percent of change. Figures are rounded to nearest whole dollar and nearest percent.

Evaluation Type	DHR Program			SP/Hearing			Head Start			MH/EI			Public School			PACT/ECIP			Dev. Day		
	FY82	FY83	%Δ	FY82	FY83	%Δ	FY82	FY83	%Δ	FY82	FY83	%Δ	FY82	FY83	%Δ	FY82	FY83	%Δ	FY82	FY83	%Δ
Medical	$61	$63	3%	----------			$27	$36	3%	----------			----------			$60			$21	$21	0%
Psychological	53	55	4%	----------			70	82	17%	$44	$46	4%	----------			60			26	28	8%
Educational	69	74	7%	----------			125	150	20%	30	37	23%	----------			60			38	45	18%
Speech/Hearing	24	24	0%	$45	$45	0%	21	31	45%	18	20	11%	----------			60			37	40	8%
Occupational Therapy	----------			----------			55	57	3%	----------			----------			60			45	45	0%
Physical Therapy	15	15	0%	----------			20	20	0%	----------			----------			60			36	42	17%
Ophthalmologic	----------			----------			40	46	16%	----------			----------			60			----------		
Psychiatric	----------			----------			----------			51	51	0%	----------			60			----------		
Social	11	11	0%	----------			50	58	16%	34	34	0%	----------			60			27	42	54%
Adaptive Behavior	33	36	9%	----------			80	80	0%	37	37	0%	----------			60			20	20	0%
Psychomotor	17	17	0%	----------			60	62	4%	----------			----------			60			----------		
Other	45	50	11%	47	48	2%	12	15	20%	----------			----------			----------			----------		

C. · *Education Program*

1. Population

Total Children Reported = 2807 Rounded to whole figures.

		Mild		Moderate		Severe	
Autistic	3%						
HI	8%						
MH	21%	EMH		TMH		S/P	
OI	6%						
Multi	10%						
OHI	3%						
SEH	11%						
SLD	7%						
SLI	29%						
VI	2%						
Other	Less than 1%						
		30%		42%		28%	

2. Instruction

See Attachment F

See Attachment G

Current Services	# Served	Waiting List	Staff Prof.	Staff Para.	CPC
Instructional Program					
Related Serv.					
OT					
PT					
Sp/Lang					
Psycho/ Psychiatric					
Nursing					
Social					
Audio					
Visual					

Instruction

Sample Size: Respondents reported 2831 pupils currently receiving instructional programs.

Waiting List: Respondents reported a total of 337 pupils currently identified as handicapped but not served through instructional programs. Children waiting for service comprise 12% of total sample size.

Staff:Pupil Ratio.

The average staff:pupil ratio across programs was 1:5.3.
Professional/pupil ratio was 1:10.
Paraprofessional/pupil ratio was 1:11.

Cost Per Child:

CPC data was unavailable from many programs. Because of the small size of the sample, the following should be considered as only a rough estimate of current instructional cost per child.

Developmental Day Care Providers Mean = $4170 per year Range = $2400 to $6200 Median = $3630	Projected FY1983 $4516 Range = $2567 to $6000	% Increase +8%
Mental Health/Early Intervention Mean = $4000 per year Range = $1600 to $7200 Median = $3630	Data Unavailable	
DHR Agencies (R=6) Mean = $3829 Range = $1500 to $5650 Median = $3750	Data Unavailable	
Speech and Hearing Clinics Data Unavailable	Data Unavailable	
PACT/ECIP Data Unavailable		
Public Schools Mean = $1372 (Does not include in kind or other costs contributed by the local school administrative unit.)	$1232	

Related Services

The table below represents the percentages of handicapped children (N = 2831) who receive one or more related services.

Social Work	59%
Speech and Language	46%
Audiological Services	32%
Other	29%
Visual Services	24%
Physical Therapy	23%
Psychological/Psychiatric	22%
Nursing	11%
Occupational Therapy	6%

Cost Per Child for Related Services

CPC data for related services was unavailable from many programs. The following averages (mean) should be taken as a rough estimate of cost per child per school year unless otherwise noted.

Occupational Therapy	$360
Physical Therapy	578
Speech and Language	519
Psychological/Psychiatric	26 per hour
Nursing	175
Social	403
Audiological	73
Visual	85

Waiting Lists for Related Services

Programs reported 554 children on waiting lists for related services. This figure may be misleading as many children may be waiting for more than one related service. Therefore, the total number of identified but underserved children may be much lower than the 554 figure. Speech and language and social work were the two services with the largest waiting lists, 132 and 144 respecitvely. Others include: OT - 21, PT -49, Psych/Psyc - 45, Nursing - 68, Audio - 45, Visual - 14.

Projected Services	Population FY83	CPC FY83	Addn't Staff FY83 Prof.	Para.
Instructional Program				
Related Serv. OT				
PT				
Sp/Lang.				
Psycho/ Psychiatric				
Nursing				
Social				
Audio.				
Visual				
Other				

3. *Program Model:*

#Hours Per Wk.	HB	CB	Comb.	Other
-1				
1-3 19%				
3-5				
5-10 17%				
10-20 16%				
+20 48%				

10% — 87% — 3%

4. *Parent Services:*

Percentages of Programs Providing Components:

Almost all programs plan to continue present services.

12 programs plan to add components.

	Current	Impl. by	Plans
Teaching Child	68%		
Info. grp. mtgs.	61%		
Support grps.	35%		
Counseling	57%		
Lending Library	38%		
Other	14%		

D. *Transportation*

CPC data was not available in most instances.

	# Trans.	CPC	FY83CPC
Agency c/b/v	57%		
Contract	34%		
Reimb. parents	5%		
Other	4%		

E. *Facilities*

1. *Physical Plant*

Adequate Facility

YES 87%	NO 13%

Estimated cost of renovation, addition or replacements for physical plant (including buildings, classrooms, playgrounds) ranged from $2,000 to $22,000. Median estimated cost = $2,000.

	Renovation	Additions/ Replacements	Est. Cost
Bldgs.			
Clsrms.			
Playgrounds			

2. *Equipment*

	Additions	Cost
Furniture	Estimates ranged from $100 to $4,000	Average $ 930
Adpt. Equip.	$100 to $5,000	Average $1,680
Instr. Mats.	$100 to $4,000	Average $ 970
Supplies	$100 to $1,500	Average $1,250

F. *Personnel Preparation*

1. *Ed. Reqmts.*

Head Start respondents indicated that program policy supported flexible educational requirements.

	Paraprofessionals	Professionals
H.S.	81%	2%
College 1 yr.	1%	2%
2 years	7%	2%
3 years	---	1%
Undergrad.	3%	53%
Grad. degree	---	35%
Other	3%	5%
No Minimum Requirement	5%	

2. *Certification*

	E.C.Ed.	Sp. Ed.	Elem. Ed.	Other
N = 95 Program Dir.	17%	24%	9%	49%
N = 381 Teachers	17%	29%	6%	48%

Program Directors' Other category included: nursing, social work, psychology, family therapy, guidance, speech and language, child development, school administration, human resources, christian education and secondary education.

Teachers' Other category included: speech and language, psychology, CDA (Child Development Associate Degree), social work, hearing impairment, physical therapy, speech pathology, music and art.

Supplemental Questions

1. a. *Systematic Screening*

N = 99

YES	NO
82%	18%

b. *Agency Responsibility*

N = 78

SINGLE	MULTIPLE
19%	81%

COMMENTS:

2. *Anticipated Program Changes*
See Attachments H, I

Service delivery
Frequency
Types served
Other
COMMENTS:

3. *Transportation Needs*
See Attachment J

Addn'l Monies
Specialized Equip.
Driver Training
Other

2. List anticipated changes in your agency's program for the coming year.

Developmental Day Response Summary

Anticipated changes in:

Service Delivery	26%
Frequency of Service	0%
Handicaps Served	1%
Other	1%

Comments included: Higher teacher/student ratio, cutbacks in summer services, adding a PT and increased needs for funds.

Mental Retardation/Early Intervention

Anticipated changes in:

Service Delivery	0%
Frequency of Service	0%
Handicaps Served	0%
Other	

Comments included: Anticipates trend toward services for children below age three.
Services for high risk children for institutional placement should be given priority for early intervention.

Head Start

Anticipated changes in:

Service delivery	5%
Frequency of Service	0%
Handicaps Served	0%
Other	10%

No Comments.

Speech and Hearing Clinics

Anticipated changes in:

Service Delivery	33%
Frequency of Service	0%
Handicaps (types) served	17%
Other	0%

Comments included: To provide outreach in counties with large referrals to reduce transportation.
New clinic (1984) will provide more intensive program at the University of North Carolina at Greensboro.
Anticipated cuts in funding to low income eligibility population in Guilford County.

ATTACHMENT I

DHR Agencies

Anticipated changes in:

Service Delivery	11%
Frequency of Service	5%
Handicaps Served	16%
Other	11%

Comments included: Will use area child teams.
Will develop new catchment areas to match DEC areas for evaluation clinics.
Frequency of services reduced due to funding cuts.
Emphasis on SPH and children with additional handicaps.
Staff reductions expected due to budget cuts.

Public Schools

No data available.

Mental Health/Early Intervention

Comments included: Program hurt by loss of federal funding.
One program increasing by one classroom and ten children.

3. If current transportation services available to your program are inadequate, identify projected needs.

Developmental Day Care Respondents Summary

Projected needs:

Additional Monies	28%
Specialized Equipment	24%
Driver Training	6%

Comments: Limited transportation for FY83.
Need Van with lift (3 programs).
Seat Belts need to be redesigned for population.
Interagency transportation service needed.

Mental Health/Early Intervention

Projected Needs:

Additional Monies	31%

Comments: Anticipate reduction in service from public transit service.
Inadequate services/lack of funds
Need driver and van (2 programs)

Head Start

Projected Needs:

Additional Monies	25%
Specialized Equipment	25%
Driver Training	10%
Other	5%

No Comments.

PACT/ECIP

Comments: Use interagency volunteer transportation program.
Parents could use their own transportation.

Public School

Projected Needs:

Additional Monies	100%

DHR Agencies

Comments: Increased funding needed.
Transportation services will be cut based on cuts in federal funds.
Van and driver needed.

Speech and Hearing Clinics

Comment: Car pool needed; inadequate parking.

4. *Transition*

See Attachment K

5. a. *Scheduled Staff Development*

129 responses

YES	NO
89%	11%

b. *Activities/Frequency*

Of 115 programs with scheduled staff development, the following activities were used by percentages of programs:

Topical Wkshops.	57%
Conventions	29%
College c/work	22%
Other	21%

Weekly	7%
Monthly	19%
Quarterly	24%
Semi-Annually	16%
Annually	15%
Other	16%

Comments:

Training needs: How to make appropriate referrals.
Behavior management.
How to write and implement IEPs.
Parent conferences.
Help for public school teachers in meeting the needs of Developmental Day Care population.

Transition

Many programs offered recommendations for improving the transition process of moving children from preschool into public school programs at age 5. The following is a summary of these suggestions.

Preplacement Procedures

Long range planning for young handicapped population should be a cooperative effort between public school and other service providers.

Need for transition team; school based committee liason/visitation program was cited.

Parents should be incorporated into the decision making process during entire transition period.

Increased communication, feedback and better information sharing will improve transition process.

Children should be tested in a familiar setting by familiar personnel.

More flexible criteria for inclusion in public school kindergarten was recommended.

Placement and Transition Procedures

Increased communication and coordination between prior program and receiving program is needed.

Observation by receiving teacher of child in his/her classroom prior to beginning new program.

Follow up on children with other professionals and in program.

Funding to support consultation and follow up.

Representation of child's school personnel in DPI placement committee meeting and in IEP development.

Continuation of child's present instructional program in new program.

Recognition of staff professionalism by receiving program.

Placement Options Recommended

Development of additional self-contained and jointly run (DPI and DHR) programs for SEH.

Development of EMH classroom for only five and six-year-olds that are structured like a kindergarten.

Development of more intensive speech and language programs for five to eight-year olds in public schools.

Development of transitional classrooms between developmental day care programs and public school.

Development of more programs geared to developmental day care population needs.

Provision of support to day care centers to facilitate mainstreaming of special populations.

APPENDIX 3

12/6/79

Medicaid - Title XIX

Developmental Evaluation Centers Program

Services and Rates

Physical Diagnosis and Assessment — Rate: $92.20

A wide variety of techniques utilized to assess in depth the physical status of the client and to plan for treatment based on this assessment. This evaluation is a comprehensive pediatrician and nurse based evaluation utilizing an extensive array of physical, neurological, and developmental assessments.

The areas of physical functioning which are covered, focus on the following areas:

1. Medical history
2. Medical status
3. Neurological function
4. Dental status
5. Growth and Development
6. Nutritional status
7. Vision
8. Immunization

Physical Treatment and Patient Instruction — Rate: $13.00

(1) Treatment - individualized prescribed program of medication, exercises, activities, or therapy designed to ameliorate the effects of physical deficiency or disability identified in the physical, neurological, developmental assessment of the patient.

(2) Patient instruction - the provision of instruction to the patient and his family in how to manage a physical disability. This instruction may include:

1. Instruction on how to carry out an individualized therapeutic program.
2. Instruction on the use of specialized materials, equipment, or medication.
3. Instruction on nature of child's physical disabilities and methods of observation of physical change (such as charting, etc.)
4. Counseling to patient or family about the emotional impact of the physical disability and methods for coping with this impact.

Psychological Diagnosis and Assessment — Rate: $81.00

A wide variety of tests and clinical techniques are used to assess the psychological status of the patient and to plan for treatment based on this assessment. The psychologist interprets the data from the following areas in order to diagnose conditions of mental deficiency, developmental disability, or psychiatric impairment:

1. Cognitive functioning
2. Behavior and interaction
3. Psychodynamics
4. Adaptive behavior
5. Personality
6. Learning Processes
7. Perceptual and/or visual motor abilities

Psychological Treatment and Patient Instruction — Rate: $13.00

(1) Treatment - individually prescribed program of activities or therapy designed to ameliorate the effects of mental deficiency, developmental disabilities, or psychiatric impairment identified in the psychological diagnosis. Prescribed programs may include:

1. Behavior modification
2. Group therapy
3. Pharmacotherapy
4. Developmental therapy, or
5. Short term psychotherapy

(2) Patient Instruction - the provision of instruction to the patient and his family in the management of mental deficiency, developmental disability, or psychiatric impairment.

1. Instruction on how to carry out an individualized therapeutic program.
2. Instruction on the use of specialized materials, equipment, routines, or medication.
3. Instruction on nature of child's pathological conditions and methods of observation of change (such as charting, etc.)
4. Counseling to patient or family about the relationship between the psychological condition and other pathological conditions under treatment or care.

Socio - emotional Dysfunction Diagnosis and Assessment — Rate: $55.08

A variety of techniques such as indepth interviewing, use of various test instruments, and observation are utilized to assess the presence of socio-emotional pathology or dysfunction in the patient or his family. This type of dysfunction or pathology can result in serious developmental delay ranging from failure - to - thrive in infants to significant repression of learning ability and emotional problems in older children. The assessment will be designed to develop plans for treatment and will focus on the following areas:

1. Presence of pathological or dysfunctional relationships in the family system.
2. Emotional development of patient.
3. Adequacy of parenting skills.
4. Occurrence of events which have been traumatic or extremely stressful to patient.
5. Adequacy of environment-i.e.,food, shelter, housing.
6. Presence of abuse or neglect.
7. Dysfunctional reactions to presence of disability.

Socio - emotional Dysfunction Treatment and Patient Instruction Rate: $13.00

(1) Treatment - individualized sessions of family or individual therapy or activities designed to ameliorate the dysfunctions or pathology identified in the diagnostic assessment.

(2) Patient instruction - provision of instruction to the patient and his family in carrying out treatment program. This instruction may include:

1. Instruction on nature of problem and counseling on activities which can be utilized to correct problem.
2. Instruction on utilization of community resources available to meet family needs.
3. Parent instruction on appropriate responses and behaviors to utilize with physically or emotionally handicapped child.
4. Teaching appropriate parenting skills.
5. Provision of emotionally supportive guidance to assist family in dealing with impact of presence of a disability.

Speech, Language, and Hearing Diagnosis and Assessment Rate: $31.05

Techniques have been applied to assess speech, language, and auditory problems of the client and to plan for treatment focused on the following areas:

1. Auditory testing and screening (puretone and/or impedence screening)
2. Auditory perception.
3. Receptive and expressive language.
4. Oral peripheral examination.
5. Articulation - resonance.
6. Phonation
7. Speech-flow (sequence, duration, rate, rhythm, fluency)

These services are provided by professionals such as speech pathologists and audiologists.

Speech, Language, and Hearing Treatment and Patient Instruction Rate: $13.00

(1) Treatment - individualized prescribed program of communication aids (hearing aids, language boards, artificial larynx, etc.), exercises, activities, or therapy designed to ameliorate the effects of the communication disorder identified in the speech, language and hearing assessment of the patient.

(2) Patient instruction - the provision of instruction to the patient and his family in how to manage the communication disorder. This instruction may include:

1. Instruction on how to carry out an individualized therapeutic program.
2. Instruction on the use of specialized materials, equipment, or prothesis.
3. Instruction on nature of child's communication disorder and methods of observation of change (such as charting, etc.)
4. Counseling to patient or family about the emotional impact of the communication disorder and methods for coping with this disorder.

Neuromotor Diagnosis and Assessment — Rate: $27.00

Techniques are applied to assess the neuromotor status of the client and to plan for treatment focused on the following areas:

1. Gross and fine motor development
2. Muscle strength and tone
3. Joint range of motion
4. Sensorimotor function
5. Posture
6. Activities of daily living

These services are provided by professionals such as occupational therapists and physical therapists.

Neuromotor Treatment and Patient Instruction — Rate: 13.00

(1) Treatment - individualized precribed programs of activities, exercises, and/or therapy based on objectives determined from the assessment designed to ameliorate the effects of a variety of neuromotor based disabilities.

(2) Patient Instruction - the process of instructing the patient and his family in appropriate exercises and activities designed to ameliorate the deficits caused by a particular disability and help them cope with the effects. This instruction may include:

1. Instruction in how to carry out the child's individualized program for development.
2. Instruction in the use of specialized material and equipment including wheelchairs, braces, walkers, etc.
3. Information on normal motor and sensory development and how the child's development relates to the normal.
4. Counseling with the family on the long term effects of the child's disability.

The above codes for neuromotor diagnosis and assessment and treatment and patient instruction will be utilized by both physical therapists and occupational therapists in the Developmental Evaluation Centers; thus, if service is provided by both a physical therapist and an occupational therapist, there could be charges for assessment and/or treatment in both areas.

Dysfunctions of Learning Diagnosis and Assessment Rate: $81.00

Neurological dysfunction alters the process of learning. This assessment looks at how these processes are altered. A variety of assessment instruments and techniques are utilized to complete this assessment and plan for treatment. Areas of focus are:

1. Integration of visual and auditory symbols. Deficits may result in low comprehension in one area even with normal IQ.
2. Sequencing, as evidenced in signing of letters, numbers, etc.
3. Memory span and immediate and delayed recall.
4. Visual and auditory perception as related to the learning process.
5. Disorders such as dysgraphia, dyslexia, and dyarthria.

Dysfunctions of Learning Treatment and Patient Instruction Rate: $15.00

(1) Treatment is aimed at the design of a program which will enable the child to learn in an effective manner. DECs provide no direct education services. Some patients, however, because of the complexity of the disability require sessions aimed at modification and adaptation of various learning techniques in order to arrive at an educational method which can be utilized. Once this method is established, all information and the plan is then turned over to educational personnel outside the DEC for implementation.

The treatment may include an individualized program of activities, exercises, and alternate learning approaches designed to ameliorate or compensate for neurological deficits identified in the diagnostic assessment.

(2) Patient instruction - the provision of instruction to the patient and his family on how to carry out the treatment program. This instruction may include:

1. Instruction on how to carry out recommended exercises, activities, or programs.
2. Instruction on the use of specialized materials, equipment, or other learning aids.
3. Instruction on the nature of the child's learning dysfunction and observation of efficacy of new learning techniques.
4. Counseling to patient or family about the emotional impact of the learning disability and methods for coping with this impact.

Follow-up Rate: $10.00

Follow-up is contact with the patient and agencies such as mental health centers, schools, day care centers, physician's offices, etc. to assure that changing needs are recognized and that services are appropriately given.

Follow-up assures the client of the right to service for as long as support and intervention is necessary in order to allow the client to reach his maximum potential. The follow-up process is as comprehensive as is indicated from the individual assessment and should include, but not be limited to:

1. home visits
2. visits to preschool or school settings
3. accompanying parents to other agencies or facilities for treatment
4. helping parents make contacts with other professionals.

The following definitions are for the Encounter Sheet Only:

Training

The provision of structured workshops or speaking events to other human service providers. The information could be about developmentally disabilities in general or about specific areas of expertise.

Technical Assistance

The technical assistance provided by DEC staff involves teaching other treatment providers how to implement a treatment plan or therapy for a specific child or group of children.

OBJECTIVE 2

2. To develop teacher education standards and certification requirements for personnel working with preschool handicapped children.

   In the first year of the grant, SIG staff met with a representative of the Division of Teacher Education Standards and Certification and a consultant in teacher education to outline steps in developing a certification program. Following consultation with these individuals a survey was made of personnel working with preschool handicapped children to identify teacher competencies in this area. (Refer to the 1980 SIG end-of-the-year report for a complete outline of action taken.) When the results of the survey were compiled, staff met with a representative of the Comprehensive System of Personnel Development (CSPD) to discuss expansion of university training programs for provision of coursework in early childhood special education. (The CSPD, a committee composed of representatives from Departments of Public Instruction, Human Resources and Correction, LEAs, and institutions of higher education, coordinates personnel preparation opportunities in special education.)

   Activities during the second year of the grant are listed below:

   a. Discussed/met with staff CSPD representative and university training program personnel to identify those schools receptive to expanding or initiating early childhood special education training programs. Three universities presently have the potential for expansion in this area: UNC-Chapel Hill, North Carolina Central University and Applachian State University.

   b. Developed a chapter on Early Childhood Handicapped for inclusion in CSPD Report 1982-85, (See ATTACHMENT 2). This report outlines the personnel and training needs in the state and includes the following types of information:

      . Status Report: Data on number of teachers certified, not certified (out of field), number of programs, numbers of children, and percent of children served per LEA.

      . Continuum of Services: Major issues concerning the delivery of services within the continuum.

      . Preservice: Needs and supply

      . Inservice: Major statewide needs.

      . Special Considerations: New laws, rules, regulations or promising practices

      . Possible Providers of Training: Contacts for developing inservice training.

Recommended competencies will be compiled for presentation to the CSPD committee in the spring of 1983.

EARLY CHILDHOOD HANDICAPPED

A. Status Report

Public school programs for young handicapped children continue to increase in North Carolina. The December 1981 headcount revealed that 50 of 143 local school systems were providing instructional and/or support services to 522 handicapped children *below* age five (480 three and four year olds). Although the number of children in programs has grown considerably in the last few years, this number represents only one percent of the estimated 50,210 children 0-4 who may need special services. (Additional children, however, are receiving assistance in other public or private programs.)

Preschool programs in the public schools serve children with all types of handicapping conditions and all degrees of severity. Typically, however, the programs are for children ages three and four and those with more moderate handicaps. Although the largest number of children receiving services is listed in the area of speech and language, many of these children have other problems requiring special education programming or placement.

As required by the Rules Governing Programs and Services for Children with Special Needs, support services personnel, such as speech and language clinicians and physical therapists are certified; however, other instructional personnel need only certification in education of exceptional children with no requirements in early education.

B. Continuum of Services

Traditionally, children below age 5 have been served in programs outside the public schools. Even with the initiation of services for preschool handicapped children in the schools, the lower numbers enrolled and the lack of programs for children without handicaps have made provision of a full continuum difficult or unrealistic. Most preschool services are highly specialized and focus on preparing children for regular class placement to the maximum extent possible when they become school age.

The most frequent options or models for public school services delivery include:

1. Homebased approach - A program staff member provides instruction to the child in the home on a scheduled basis, usually once or twice weekly. The parent or major caregiver receives assistance in follow-up methods and reinforcement techniques.

2. School or centerbased approach - The child receives instruction in a central facility where an interdisciplinary staff may provide assistance.

Instructional schedules may vary from a few hours each day to two, three or four days a week. Parent involvement is maintained through conferences, training/information sessions, and/or follow-up activities in the home.

3. Combination homebased and centerbased approach - In this approach the child is brought to the center for a designated number of sessions per week. Visits also are made to the home and training is provided for the parent or caregiver.

In some situations the proximity of preschool programs in schools, Head Start, developmental day centers or other locations allows a wider range of placement alternatives. For example:

1. Regular preschool program placement with specialized services as needed, such as speech therapy;

2. Placement in an itinerant program where the child may be at home for the major portion of the day and with a specialist, such as a physical therapist, on an hourly or weekly basis;

3. Placement in Head Start for disadvantaged handicapped;

4. Placement in noncategorical or categorical self-contained classes in public or special schools or centers.

C. Preservice Needs and Supply

Teachers currently employed in preschool handicapped programs must have a Class A certificate in education of exceptional children; however, no other requirements exist other than those which apply to more technical fields, such as speech and hearing.

The area of early education of the handicapped has many unique characteristics. No other area of special education is dominanted so greatly by the range and severity of handicapping conditions resulting in a variety of ability levels. Due often to a non-categorical approach to placement and programming for these children, it is not uncommon for a classroom for the young handicapped to include children exhibiting a wide variety of functional skills. Often also, the teacher in these classrooms must serve in several capacities - administrator, supervisor, teacher, counselor, parent educator, and language and motor specialist - with a thorough knowledge of early childhood development. These varied responsibilities make it necessary for a person working in such a program to possess a broad range of competencies not required or included in other areas of special educational training.

Presently, no early childhood special education degree programs are provided by college and university training programs in the state. However, some coursework is available at several institutions, and it is expected that degree programs will develop as certification requirements and/or endorsements are adopted.

For the 50 LEAs now providing services it is estimated that 30 early childhood special education teachers are needed, with the remaining programs offering support services such as speech or physical therapy. To prepare for future program growth, approximately 5 to 10 newly certified teachers will be needed annually.

D. Major Inservice Needs

With the majority of the current teachers having little or no training in early childhood special education, major needs are in the areas of:

- Program planning (categorical and noncategorical areas)
- Use of assessment data to develop and implement individualized programs
- Organization of the preschool classroom (selecting and arranging time blocks, scheduling individual and group programs and other activities and coordinating staff responsibilities
- Early childhood development

Training also is needed for regular class teachers at the K-3 level who will be receiving handicapped children in their classrooms for the first time.

E. Special Considerations

For the past six years the Division has provided training annually for staff in the preschool handicapped area through federal grant funds. These funds no longer are available; therefore, inservice training opportunities now will be limited. Most of the teachers in existing preschool programs carry certification only in education of exceptional children and will need additional coursework to become certified or receive endorsement in early education of the handicapped.

F. Possible Providers of Training

- Appropriate personnel in university training programs
- SEA Division for Exceptional Children staff
- Chapel Hill Training Outreach Project - Anne R. Sanford, Director
- Project Enlightement Staff, Wake County Schools - Val Wilson, Training Coordinator
- Learning Together, Inc. Raleigh, N.C. - Julia Williams, Coordinator
- Lura G. Parker, 76 Cedar Hills Circle, Chapel Hill, N.C.
- Farley Bernholz, 131 Fearrington Post, Pittsboro, N.C.
- Western Carolina Center, TAPIN, Early Intervention Program - Eva Justice, Coordinator

OTHER STAFF ACTIVITIES

3. Additional Staff Activities

As members of the Division for Exceptional Children, SIG staff are involved in numberous other activities related to the education of preschool handicapped children, all of which are vitally important to the growth of preschool services in the state. A summary of the activities initiated or conducted during the current grant period is included on the following pages:

a. Participated in statewide Awareness Conference on exemplary education programs; presided at sessions on validated preschool programs for the handicapped. (September 1981)

b. Attended SIG Directors' Conference in Washington, D.C. (September 1981)

c. Monitored and provided technical assistance to seventeen current preschool programs in local education agencies. Each visit included (1) a review of all records pertinent to the appropriate identification and placement of preschool handicapped children, (2) a visit to the classroom (s), (3) consultations with teachers, support staff and program coordinators and (4) follow-up reports to the LEA on issues discussed. (October, November, December 1981)

d. Coordinated the development of a segment of the 33rd Annual Conference on Exceptional Children on exemplary programs in North Carolina and participated in special sessions at the Conference. (September, October, November 1981)

e. Appointed to the advisory board for Project TAP, HCEEP, North Carolina Central University, Durham and attended the first meeting. (October 1981 and May 1982)

f. Presented information on preschool services for handicapped children to two university training programs. (University of North Carolina, October 1981, and North Carolina State University, November 1981)

g. Prepared the final report for 1980 SIG. (November 1980)

h. Participated on HCEEP Planning Committee for Project Directors' Conference October, 1981); attended the Conference and the SIG Directors' Meeting which preceded it. (December 1981)

i. Visited Kentucky Individualized Kindergarten (KIK) programs (3) to review for possible implementation in North Carolina. (January 1982)

j. Participated in the TADS technical assistance workshop in Denver, Colorado. (February 1980)

k. Attended the TADS mainstreaming conference in Raleigh, North Carolina. (March 1980)

l. Planned and conducted the Early Education of the Handicapped Training Conference. (March, April 1982) The sessions, which focused on interagency services and skill development for teachers in a variety of areas, were open to staff in local school, developmental day and Head Start programs. Over 220 persons participated. A special emphasis at the Conference was on using all support

systems to serve the preschool handicapped child. (See ATTACHMENT 3a for pregistration information, conference program and agenda and summary of evaluations.)

m. Developed State Implementation Grant proposal. (March, April 1982)

n. Revised guidelines for use by local school adminstrative units in developing P.L. 94-142, Preschool Incentive Grant proposals. (April 1982)

o. Assisted in the planning of the Statewide School Volunteer Conference in Greensboro, North Carolina and presented a session at the Conference. (April 1982) (See ATTACHMENT 3b)

p. Participated in eight regional meetings with local school administrators on the planning and use of P.L. 94-142 incentive grant funds in programs for young handicapped children. (May 1982)

q. Reviewed and approved requests for developmental day and community residential center program funds. (April-August 1982)

r. Developed contracts for Community Residential center programs. (June 1982)

s. Presented a workshop for 25 kindergarten teachers. (June 1982)

t. Met with local school administrators and developmental day center directors from 24 communities to discuss use of developmental day funds. (June, July, August 1982)

u. Prepared an end-of-the-year report and yearly plan of activities for the Early Education of the Handicapped section, Division for Exceptional Children. (July, August 1982)

v. Reviewed project proposals for use of P.L. 94-142 preschool incentive grant funds from 47 local school administrative units. (July, August 1982)

w. Attended meeting of North Carolina Association of Directors of Developmental Disabilities as liaison between the Division for Exceptional Children and that organization. (August 1982)

x. Conducted a workshop at North Carolina Central University for 15 students. (August 1982)

- Dealing with Extreme Behavior in Emotionally Handicapped Young Children
  Lloyd Wimberley, Consultant, Emotionally Handicapped Programs, Division for Exceptional Children

12:00 LUNCH

1:30 WORKSHOPS

- Developing the Social Aspects of Sexuality
  Ann Ross Isley, DEC
- Dealing with Extreme Behavior in Emotionally Handicapped Young Children
  Lloyd Wimberley, DEC
- Parent Conferencing Skills
  Mildred Blackburn, DEC
- Augmentative Communication
  Dr. Patricia B. Porter, Section Head, Communicative Disorders Section, DDDL, UNC-Chapel Hill
- The Role of the Pediatrician with Young Handicapped Children
  Dr. Susan Zarutskie, Staff Pediatrician, Developmental Evaluation Clinic, Raleigh
- Storytelling Skills
  Jo Fabrizio, Program Director, West Raleigh Presbyterian Children's Center

This conference is funded through a State Implementation Grant from the Handicapped Children's Early Education Program (P.L. 91-230, Title VI-C as amended)

Early Education of the Handicapped Training Conference

April 29-30, 1982

McKimmon Center, NCSU
Raleigh, North Carolina

Division for Exceptional Children
North Carolina Department of Public Instruction

ATTACHMENT 3a

Early Education of the Handicapped Training Conference

Thursday, April 29, 1982

11:00 REGISTRATION - Lobby, McKimmon Center

1:15 GENERAL SESSION

- Welcome
  Katherine Moore, Assistant Director, Interagency Services, Division for Exceptional Children

- Human Service Programs in the 1980's: A National Outlook
  Beverley Osteen, Project Forum Coordinator
  NASDSE, Washington, D.C.

- Conference Overview
  Carolyn Perry, Chief Consultant
  Mable Hardison, Consultant, Early Education of the Handicapped, Division for Exceptional Children

2:45 WORKSHOPS

- Early Education of the Handicapped: Issues in the 1980's
  Beverley Osteen, NASDSE
  Dr. Weaver Rogers, Deputy to Special Assistant, Federal Programs, Department of Public Instruction

- Organizing and Implementing Volunteer Programs
  Mary Mac Bradshaw, Director, Volunteer Services, Department of Human Resources
  Marilyn Bras, Volunteer Specialist, Central Regional Education Center, Department of Public Instruction

- Interagency Coordination: A Program Model
  Ann Harrison, Director, Programs for Exceptional Children, Greenville City
  Jean Averette, Director, Programs for Exceptional Children, Pitt County

- Programs for Moderately to Severely Handicapped Preschoolers
  Larry Livengood, Director, Community Development School, Goldsboro City
  Judy Hastings, Teacher, Newton-Conover City
  LuAnn Brantley, Teacher, Scotland County

- Itinerant Speech/Language Services for Preschool Handicapped Children
  Terrance Jones, Director, Programs for Exceptional Children, Davie County
  Frances Jackson, Speech Clinician, Davie County
  Dr. Richard Ray, Director, Psychological Services, Moore County
  Penny Glace, Child Development Specialist, Moore County
  Linda Aldridge, Speech Pathologist, Moore County
  Betsy Steele, Staff, Language Program, Reidsville City
  Carol Leach, Staff, Language Program, Reidsville City
  Brenda Scott, Staff, Language Program, Reidsville City

- Parent Conferencing Skills
  Mildred Blackburn, Consultant, Hearing Impaired, Division for Exceptional Children

Friday, April 30, 1982

8:30 WORKSHOPS

- Linking Developmental Assessment to Curricula - Part I
  Dr. Nancy Johnson, Psychologist, DDDL, UNC-Chapel Hill

- The Preschool Classroom: Developing and Implementing a Workable Daily Schedule - Part I
  Michael Woodard, State Technical Assistance Coordinator, TADS, UNC-Chapel Hill

- The Paraprofessional and the Preschool Exceptional Child
  LaVerne Buchanan, Consultant, Mentally/Physically Handicapped Programs, Division for Exceptional Children
  Sally Glenn, Director, Project LEEP, Greensboro
  Voulanda McCoy, Trainer, Project LEEP, Greensboro

- Preschool Screening Program
  Nelson Brookshire, Director, Programs for Exceptional Children, Caldwell County
  Diane Stillwell, Resource Teacher, Lee County
  Janelle Mann, Physical Therapist, Onslow County

- Working with Nonambulatory Children
  Helene Larin, Licensed Physical Therapist, Chapel Hill

- Assessment and Programming for Birth to Two-Year-Old Handicapped Children
  Dr. Carl J. Dunst, Director, Family, Infant and Preschool Program, Western Carolina Center, Morganton

10:00 BREAK

10:30 WORKSHOPS

- Linking Development Assessment to Curricula - Part II
  Dr. Nancy Johnson, DDDL
  Jaye Preston, Special Education Consultant, Raleigh
  Tim Sturm, Teacher, Wake County

- The Preschool Classroom: Developing and Implementing a Workable Daily Schedule - Part II
  Michael Woodard, TADS

- Fine and Gross Motor Activities for the Preschool Child
  Sally Glenn, Project LEEP
  Voulanda McCoy, Project LEEP

- Centerbased Speech/Language Programs for Preschool Handicapped Children
  Donna Smith, Speech Clinician, Caldwell County
  Kerl Merritt, Speech Clinician, Durham County
  Alice Bins-Hattaway, Speech Clinician, Lee County

- Developing the Social Aspects of Sexuality
  Ann Ross Isley, Chief Consultant, Mentally/Physically Handicapped Programs, Division for Exceptional Children

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

March 29, 1982

Reference Number: DEC #240

MEMORANDUM

TO: Superintendents of Schools
Local Directors of Programs for Exceptional Children
Other Person/Agencies Interested in Early Education of the Handicapped

FROM: George A. Kahdy, Assistant State Superintendent
Instructional Services

Theodore R. Drain, Director
Division for Exceptional Children

SUBJECT: Early Education of the Handicapped Training Conference
April 29-30, 1982

The Division for Exceptional Children is sponsoring a statewide Early Education of the Handicapped Training Conference April 29-30 at McKimmon Center, North Carolina State University, in Raleigh. Teachers and other school personnel involved and/or interested in preschool services for young children with special needs are invited to attend. The meeting also is open to personnel in Head Start, developmental day and Human Resources agency programs. Registration begins at 11:30 a.m. on Thursday, April 29, with the General Session starting at 1:00 p.m.

The Training Conference will provide workshop sessions designed to increase the knowledge and skills of instructional personnel in such areas as: assessment of preschool children, curricular strategies, interagency planning, speech and language development, behavior management and effective methods and materials. Presenters will be state and national leaders in early education of the handicapped. The training will assist participants in planning, implementing and/or increasing services for young handicapped children.

The Division for Exceptional Children is committed to the development of preschool services and is using this opportunity to provide training to providers and potential providers of these services. We hope that you will be able to send representatives

from your school system or program. One participant from each LEA, Head Start, development day or other specially designed preschool handicapped program will be eligible for reimbursement for subsistence at the state-approved rates. No payment can be made for mileage. (See enclosed preregistration information.) ***Reimbursement is limited to persons who preregister by the April 22 deadline date.***

The enclosed brochure includes an outline of the scheduled activities. The preregistration form should be returned by *April 22* to Early Education of the Handicapped Training Conference, Division for Exceptional Children, State Department of Public Instruction, Raleigh, NC 27611.

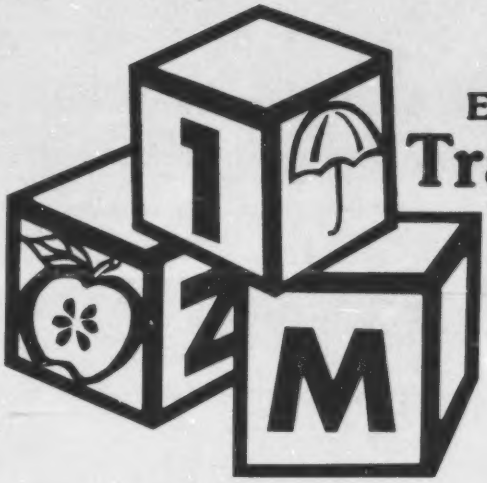
Room rates at the motels in the area of the Conference site are included on the list enclosed. Reservations should be made directly with the motel of the participant's choice.

For additional information concerning the conference, contact Carolyn Perry or Mable Hardison, Division for Exceptional Children (919) 733-6081.

GAK:TRD/rg

Enclosures

cc: Regional Coordinators



Early Education of the Handicapped Training Conference

McKimmon Center, NCSU
Raleigh, North Carolina

April 29-30, 1982

Division for Exceptional Children, Department of Public Instruction

Thursday, April 29, 1982

11:00 REGISTRATION - Lobby, McKimmon Center

1:15 - 2:30 GENERAL SESSION

- Welcome
  Katherine Moore, Assistant Director, Interagency Services
  Division for Exceptional Children

- Human Service Programs in the 1980's:
  A National Outlook
  Beverley Osteen, Project Forum Coordinator
  NASDSE, Washington, D.C.

- Conference Overview
  Carolyn Perry, Chief Consultant and Mable Hardison, Consultant
  Early Education of the Handicapped
  Division for Exceptional Children

2:45 - 4:15 WORKSHOPS

- Early Education of the Handicapped: Issues in the 1980's
  (example: effect of block grants, changes in regulations)
  Beverley Osteen, NASDSE
  Joseph B. Webb, Special Assistant
  Federal Programs, State Department of Public Instruction

- Organizing and Implementing Volunteer Programs
  Mary Mac Bradshaw, Director, Volunteer Services
  Department of Human Resources
  Marilyn Brna, Volunteer Specialist
  Central Regional Education Center

- Interagency Coordination: A Program Model
  (A plan for organization, staff responsibilities, transition checklist)
  Ann Harrison, Coordinator, Programs for Exceptional Children
  Greenville City Schools
  Jean Averette, Coordinator, Programs for Exceptional Children
  Pitt County Schools

- Programs for Moderately to Severely Handicapped Preschoolers
  (Descriptions of curriculum, classroom organization, instructional strategies in three programs)
  Larry Livengood, Director, Community Developmental School
  Goldsboro City Schools
  Judy Hastings, Teacher, Newton-Conover Schools
  Lu Ann Brantley, Teacher, Scotland County Schools

- Itinerant Speech/Language Services for Preschool Handicapped Children (Program organization and instructional strategies for speech and language handicapped children receiving itinerant services)
  Terrance Jones, Coordinator, Programs for Exceptional Children
  Frances Jackson, Speech Clinician, Davie County Schools
  Dr. Richard Ray, Director, Psychological Services, Moore Co. Schools
  Betsy Steele, Speech Clinician, Reidsville City Schools

- Parent Conferencing Skills (Factors contributing to successful parent conferences and steps involved in conducting them)
  Mildred Blackburn, Consultant, Division for Exceptional Children

Friday, April 30, 1982

8:30 - 10:00 WORKSHOPS
(please note first two sessions continue at 10:30)

- Linking Developmental Assessment to Curricula - Part I
  (Discussion of criterion-referenced assessment tools and curriculum models and translation of assessment results into individual programming) Part II continues at 10:30
  Dr. Nancy Johnson, Psychologist, DDDL, University of North Carolina-Chapel Hill

- The Preschool Classroom: Developing and Implementing a Workable Daily Schedule - Part I
  (Selecting and arranging time blocks, scheduling individual and group programs and other activities, and coordinating staff responsibilities) Part II continues at 10:30.
  Michael Woodard, State Technical Assitance Coordinator,
  TADS, University of North Carolina-Chapel Hill

- The Paraprofessional and the Preschool Exceptional Child
  (Discussion of competencies developed for special education paraprofessionals and suggested activities in the preschool classroom)
  LaVerne Buchanan, Consultant, Division for Exceptional Children
  Sally Glenn, Director, and Youlanda McCoy, Trainer
  Project LEEP, Greensboro

- Preschool Screening Programs (Organization, instruments, use of staff)
  Nelson Brookshire, Coordinator, Programs for Exceptional Children
  Caldwell County Schools
  Diane Stillwell, Resource Teacher, Lee County Schools
  Janelle Mann, Physical Therapist, Onslow County Schools

- Working with Nonambulatory Children
  (Motor activities, positioning, handling)
  Helene Larin, Licensed Physical Therapist, Chapel Hill

- Assessment and Programming for Birth to Two-Year-Old Handicapped Children (Discussion of screening and assessment instruments and of procedures and developmental programming for infants and toddlers)
  Dr. Carl J. Dunst, Director, Family, Infant and Preschool Programs
  Western Carolina Center, Morganton

10:30 - 12:00 WORKSHOPS

- Linking Developmental Assessment to Curriculum--Part II
  (Explanation and practical application in small group sessions of three different curricular approaches for developing a total program) Continuation of 8:30 session
  Dr. Nancy Johnson
  Jaye Preston, Special Education Consultant, Raleigh
  Tim Sturm, Teacher, Wake County Schools

- The Preschool Classroom: Developing and Implementing a Workable Daily Schedule - Part II
  (Practical application of information from Part I)
  Continuation of 8:30 session
  Michael Woodard

- Fine and Gross Motor Activities for the Preschool Child
  (Concentration on activities for mildly and moderately handicapped ambulatory children)
  Sally Glenn and Youlanda McCoy, Project LEEP

- Center Based Speech/Language Programs for Preschool Handicapped Children (Program organization and instructional strategies for speech and language handicapped children in a classroom setting)
  Donna Smith, Speech Clinician, Caldwell County Schools
  Keri Merritt, Speech Clinician, Durham County Schools
  Alice Bins-Hattaway, Speech Clinician, Lee County Schools

. Developing the Social Aspects of Sexuality
(Development of responsible sexuality for severely/profoundly handicapped children, such as understanding oneself, bodily functions, and respect of self and others)
Ann Isley, Chief Consultant, Mentally/Phsyically Handicapped, Division for Exceptional Children

. Dealing with Extreme Behavior in Emotionally Handicapped Young Children
(Strategies for working with emotionally handicapped children at each end of the continuum--the aggressive, hostile child and the shy, withdrawn child)
Lloyd Wimberley, Consultant, Emotionally Handicapped, Division for Exceptional Children

12:00 - 1:15 LUNCH

1:30 - 3:00 WORKSHOPS

. Developing the Social Aspects of Sexuality
(Repeat of 10:30 session)
Ann Isley

. Dealing with Extreme Behavior in Emotionally Handicapped Young Children (Repeat of 10:30 session)
Lloyd Wimberley

. Parent Conferencing Skills
(Repeat of Thursday 2:45 session)
Mildred Blackburn

. Augmentative Communication
(Explanation of alternative forms of communication)
Dr. Patricia B. Porter, Section Head, Communicative Disorders Section, DDDL, University of North Carolina-Chapel Hill

. The Role of the Pediatrician with Young Handicapped Children
(Initial diagnosis, parent counseling, referral to early intervention programs, and collaboration with early intervention program staffs)
Dr. Susan Zarutskie, Staff Pediatrician, Developmental Evaluation Clinic, Raleigh

. Storytelling Skills
(Gearing stories to comprehension skills of children)
Jo Fabrizio, Program Director, West Raleigh Presbyterian Children's Center

Preregistration Form

ELIGIBLE PARTICIPANTS: Local school personnel involved or interested in preschool services for young children with specia needs, including teachers, program coordinators and principals; Head Start personnel; Human Resource Agency Program personnel; Developmental Day Program personnel; Community Residential program personnel.

REIMBURSEMENT REQUIREMENTS: One participant from each LEA, Head Start, Developmental Day or other specially designed preschool handicapped program will be eligible for reimbursement for subsistence at the state-approved rates. Reimbursable expenses for Thursday, April 29, may include lunch ($3.75), dinner ($7.25), motel ($21.00). Friday, April 30 expenses may include breakfast ($3.00) and lunch ($3.75). Lodging cannot be reimbursed to participants who do not attend all the Friday sessions. No payment for lunch can be made unless participants stay overnight. REIMBURSEMENT WILL BE LIMITED TO PERSONS WHO PREREGISTER BY THE DEADLINE DATE OF APRIL 22, 1982.

TRAINING SESSIONS: Training sessions will be presented as workshops designed to increase the knowledge and skills of the participants in a particular area. On Friday several topics have been planned to continue through two time periods to provide in-depth training. Participants selecting these sessions should register for both time periods.

Complete and return by April 22, 1982 to Early Education Training Conference, Early Education of the Handicapped, Division for Exceptional Children, State Department of Public Instruction, Raleigh, North Carolina 27611.

Name _____ Address _____
(number) (street) (city) (state) (zip)

Day Phone #_____ Social Security Number _____/_____/_____

School Unit/Program _____ Position_____

_____Check here if you are the representative from your program designated for reimbursement.

Please indicate your 1st, 2nd and 3rd choices for each session. Sessions will be filled on a first come first served basis.

Thursday, April 29
2:45 - 4:15

_____Early Ed. Issues in 1980's
_____Organizing/Implementing Volunteer Programs
_____Interagency Coordination Program Model
_____Programs for Moderately to Severely Handicapped
_____Itinerant Speech/Language Services
_____Parent Conferencing Skills

Friday, April 30
8:30 - 10:00

_____Linking Developmental Assessment to Curricula Part I (Part II at 10:30)
_____Preschool Classroom--Workable Daily Schedule Part I (Part II at 10:30)
_____Paraprofessional and Preschool Exceptional Child
_____Preschool Screening Programs
_____Working with Nonambulatory Children
_____Assessment/Programming for Birth to Two-Year-Olds

Friday, April 30
10:30 - 12:00

_____Linking Developmental Assessment to Curricula Part II (Con't)
_____Preschool Classroom Workable Daily Schedule--Part II (Con't)
_____Fine and Gross Motor Activities
_____Centerbased Speech/Language Programs
_____Developing Social Aspects of Sexuality
_____Dealing with Extreme Behavior in EH Young Children

Friday, April 30
1:30 - 3:00

_____Developing Social Aspects of Sexuality
_____Dealing with Extreme Behavior in EH Young Children
_____Parent Conferencing Skills
_____Augmentative Communication
_____Role of the Pediatrician
_____Storytelling Skills

ACCOMMODATIONS

Listed below are motels within easy access to McKimmon Center. Reservations should be made directly with the motel where you wish to stay. Rooms are being held at each motel until April 14, therefore, reservations should be made prior to that date. When making reservations, please indicate that you will be attending the Early Education of the Handicapped Training Conference.

(within three miles)

Mission Valley Inn
Avent Ferry Road
(919) 828-3173
single - $34.20
double - $43.20

Hilton Inn
1707 Hillsborough Street
(919) 828-0811
single - $33.00
double - $42.00

(within ten miles)

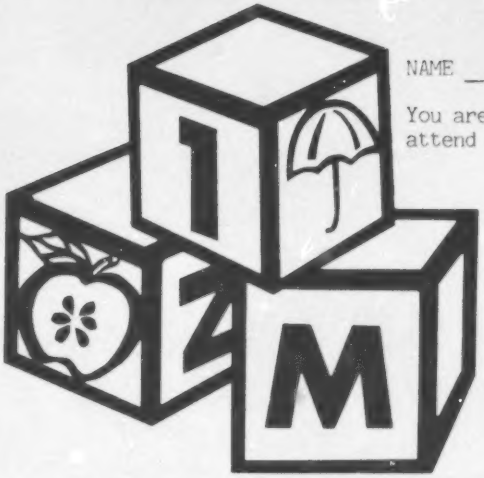
Howard Johnson's
Crabtree Valley
(Highway 70)
(919) 782-8712
single - $34.00
double - $41.00

Ramada Inn
Crabtree Valley
Highway 70
(919) 782-7525
single - $34.00
double - $42.00

Marriott
Crabtree Valley
(Highway 70)
(919) 781-7000 or 1-800-228-9290
single - $45.00
double - $50.00

(within fifteen miles)

Days Inn
Highway 70-West
(919) 781-7904
single - $27.88
double - $32.99



NAME _____

You are registerd in the sessions marked below. Please attend only those sessions to which you have been assigned.

Training Conference

McKimmon Center, NCSU
Raleigh, North Carolina

Division for Exceptional Children, Department of Public Instruction

April 29 - 2:45 p.m.

___ Early Education Issues in 1980's
Osteen, Rogers
___ Organizing/Implementing Volunteer Programs
Bradshaw, Brna
___ Interagency Coordination--Program Model
Averette, Harrison
___ Programs for Moderately to Severely Handicapped
Livengood, Hastings, Brantley
___ Itinerant Speech/Language Services
Jones, Ray, Steele
___ Parent Conferencing Skills
Blackburn

April 30 - 8:30 a.m.

___ Linking Developmental Assessment to Curricula, Part 1
Johnson
___ Preschool Classroom - Workable Daily Schedule
Woodard
___ Paraprofessional and Preschool Child
Buchanan, Glenn, McCoy
___ Preschool Screening Programs
Brookshire, Stillwell, Mann
___ Working with Nonambulatory Children
Larin
___ Assessment and Programming for Birth to Two-Year-Olds
Dunst

April 30 - 10:30 a.m.

___ Linking Developmental Assessment to Curricula, Part 2
Johnson, Preston, Sturm
___ Preschool Classroom - Workable Daily Schedule
Woodard
___ Centerbased Speech/Language Programs
Smith, Merritt, Bins-Hattaway
___ Fine and Gross Motor Activities
Glen, McCoy
___ Developing the Social Aspects of Sexuality
Isley
___ Dealing with Extreme Behavior
Wimberley

April 30 - 1:30 p.m.

___ Developing the Social Aspects of Sexuality
Isley
___ Dealing with Extreme Behavior
Wimberley
___ Parent Conferencing Skills
Blackburn
___ Augmentative Communication
Porter
___ Role of the Pediatrician
Zarutskie
___ Storytelling Skills
Fabrizio

EVALUATION FORM 94

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 | 2 (2) | 3 (15) | 4 (40) | 5 (35)

2. The Conference was:
   Not well organized — Very well organized
   1 | 2 | 3 (8) | 4 (34) | 5 (50)

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 | 2 (2) | 3 (6) | 4 (37) | 5 (50)

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
   1 (1) | 2 (5) | 3 (20) | 4 (24) | 5 (35)

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

   ☒ Early Ed. - Issues in 1980'S - Osteen, Rogers

   ☐ Organizing/Implementing Volunteer Programs - Bradshaw, Brna

   ☐ Interagency Coordination - Program Model - Harrison, Averette

   ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley

   ☐ Itinerant Speech/Language Services - Jones, Ray, Steele

   ☐ Parent Conferencing Skills - Blackburn

   (a) The presentation was
   Not well prepared — Very well prepared
   1 | 2 (1) | 3 (2) | 4 | 5 (10)

   (b) Information presented in the session was:
   Not valuable/useful — Very valuable/useful
   1 | 2 (1) | 3 (2) | 4 (2) | 5 (7)

   (c) Information presented in the session had practical application to my specific job setting:
   Not practical — Very practical
   1 (1) | 2 (1) | 3 (1) | 4 (4) | 5 (5)

   (d) The presenter allowed time for questions and provided answers that were:
   Inadequate — Very adequate
   1 | 2 | 3 (1) | 4 (2) | 5 (9)

6. Friday: 8:30 - 10:00

   ☒ Linking Developmental Assessment to Curricula - Part I - Johnson

   ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard

   ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy

   ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann

   ☐ Working with Nonambulatory Children - Larin

   ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

EVALUATION FORM 94

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 | 2 (2) | 3 (15) | 4 (40) | 5 (35)

2. The Conference was:
   Not well organized — Very well organized
   1 | 2 | 3 (8) | 4 (34) | 5 (50)

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 | 2 (2) | 3 (6) | 4 (37) | 5 (50)

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
   1 (1) | 2 (5) | 3 (20) | 4 (24) | 5 (35)

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

- [x] Early Ed. - Issues in 1980'S - Osteen, Rogers
- [ ] Organizing/Implementing Volunteer Programs - Bradshaw, Brna
- [ ] Interagency Coordination - Program Model - Harrison, Averette
- [ ] Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley
- [ ] Itinerant Speech/Language Services - Jones, Ray, Steele
- [ ] Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared — Very well prepared
1 | 2 (1) | 3 (2) | 4 | 5 (10)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 | 2 (1) | 3 (2) | 4 (2) | 5 (7)

(c) Information presented in the session had practical application to my specific job setting:
Not practical — Very practical
1 (1) | 2 (1) | 3 (1) | 4 (4) | 5 (5)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
1 | 2 | 3 (1) | 4 (2) | 5 (9)

6. Friday: 8:30 - 10:00

- [x] Linking Developmental Assessment to Curricula - Part I - Johnson
- [ ] Preschool Classroom - Workable Daily Schedule - Part I - Woodard
- [ ] Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
- [ ] Preschool Screening Programs - Brookshire, Stillwell, Mann
- [ ] Working with Nonambulatory Children - Larin
- [ ] Assessment/Programming for Birth to Two-Year-Olds - Dunst

(a) The presentation was:
Not well prepared — Very well prepared
1 | 2 | 3 (3) | 4 (7) | 5 (12)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 | 2 (1) | 3 (2) | 4 (7) | 5 (12)

(c) Information presented in the session has practical application to my specific job setting:
Not practical — Very practical
1 (1) | 2 (1) | 3 (3) | 4 (7) | 5 (10)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
1 | 2 (1) | 3 (2) | 4 (6) | 5 (13)

7. Friday: 10:30 - 12:00 93

- ☒ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☐ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☐ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (2)	4 (6)	5 (15)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (1)	4 (6)	5 (15)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2 (1)	3 (1)	4 (9)	5 (12)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2 (1)	3 (2)	4 (5)	5 (16)

8. Friday: 1:30 - 3:00

- ☒ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley
- ☐ Parent Conferencing Skills - Blackburn
- ☐ Augmentative Communication - Porter
- ☐ Role of Pediatrician - Zarutskie
- ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (3)	5 (7)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3	4 (1)	5 (9)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3	4 (2)	5 (8)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3	4 (2)	5 (8)

9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator

☒ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston

☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard

☐ Fine/Gross Motor Activities - Glen, McCoy

☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway

☐ Developing Social Aspects of Sexuality - Isley

☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (2)	4 (6)	5 (15)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (1)	4 (6)	5 (15)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2 (1)	3 (1)	4 (9)	5 (12)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2 (1)	3 (2)	4 (5)	5 (16)

8. Friday: 1:30 - 3:00

☒ Developing Social Aspects of Sexuality - Isley

☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

☐ Parent Conferencing Skills - Blackburn

☐ Augmentative Communication - Porter

☐ Role of Pediatrician - Zarutskie

☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (3)	5 (7)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3	4 (1)	5 (9)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3	4 (2)	5 (8)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3	4 (2)	5 (8)

9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator
☐ Support Staff ☐ Other (list job title) _____

11. *Please write below any additional comments on your reactions to the Conference or any ideas for the organization, topics, etc. of further conferences/workshops in the area.*

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 2 3 4 5

2. The Conference was:
   Not well organized — Very well organized
   1 2 3 4 5

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 2 3 4 5

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
   1 2 3 4 5

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15
   - ☐ Early Ed. - Issues in 1980'S - Osteen, Rogers
   - XX Organizing/Implementing Volunteer Programs - Bradshaw, Brna
   - ☐ Interagency Coordination - Program Model - Harrison, Averette
   - ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley
   - ☐ Itinerant Speech/Language Services - Jones, Ray, Steele
   - ☐ Parent Conferencing Skills - Blackburn

   (a) The presentation was
   Not well prepared — Very well prepared
   1 2 3 (1) 4 5 (2)

   (b) Information presented in the session was:
   Not valuable/useful — Very valuable/useful
   1 2 3 4 (2) 5 (2)

   (c) Information presented in the session had practical application to my specific job setting:
   Not practical — Very practical
   1 2 3 4 (1) 5 (3)

   (d) The presenter allowed time for questions and provided answers that were:
   Inadequate — Very adequate
   1 2 3 4 (1) 5 (3)

6. Friday: 8:30 - 10:00
   - ☐ Linking Developmental Assessment to Curricula - Part I - Johnson
   - XX Preschool Classroom - Workable Daily Schedule - Part I - Woodard
   - ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
   - ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
   - ☐ Working with Nonambulatory Children - Larin
   - ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable 1 2 3 4 5 Very valuable

2. The Conference was:
   Not well organized 1 2 3 4 5 Very well organized

3. The training topics selected for the Conference were:
   Not appropriate 1 2 3 4 5 Very appropriate

4. The General Session provided information that was:
   Not adequate or beneficial 1 2 3 4 5 Very adequate and beneficial

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15
   - ☐ Early Ed. - Issues in 1980'S - Osteen, Rogers
   - XX Organizing/Implementing Volunteer Programs - Bradshaw, Brna
   - ☐ Interagency Coordination - Program Model - Harrison, Averette
   - ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley
   - ☐ Itinerant Speech/Language Services - Jones, Ray, Steele
   - ☐ Parent Conferencing Skills - Blackburn

   (a) The presentation was
   Not well prepared 1 2 3 (1) 4 5 (2) Very well prepared

   (b) Information presented in the session was:
   Not valuable/useful 1 2 3 4 (2) 5 (2) Very valuable/useful

   (c) Information presented in the session had practical application to my specific job setting:
   Not practical 1 2 3 4 (1) 5 (3) Very practical

   (d) The presenter allowed time for questions and provided answers that were:
   Inadequate 1 2 3 4 (1) 5 (3) Very adequate

6. Friday: 8:30 - 10:00
   - ☐ Linking Developmental Assessment to Curricula - Part I - Johnson
   - XX Preschool Classroom - Workable Daily Schedule - Part I - Woodard
   - ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
   - ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
   - ☐ Working with Nonambulatory Children - Larin
   - ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

   (a) The presentation was:
   Not well prepared 1 2 3 4 5 (1) Very well prepared

   (b) Information presented in the session was:
   Not valuable/useful 1 2 3 4 (4) 5 Very valuable/useful

   (c) Information presented in the session has practical application to my specific job setting:
   Not practical 1 2 3 4 (1) 5 Very practical

   (d) The presenter allowed time for questions and provided answers that were:

7. Friday: 10:30 - 12:00

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☐ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☐ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (5)	5 (9)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (1)	3 (1)	4 (5)	5 (8)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2 (1)	3 (2)	4 (5)	5 (5)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3 (1)	4 (3)	5 (9)

8. Friday: 1:30 - 3:00

- ☐ Developing Social Aspects of Sexuality - Isley
- ☒ with Extreme Behavior in EH Young Children - Wimberley
- ☐ Parent Conferencing Skills - Blackburn
- ☐ Augmentative Communication - Porter
- ☐ Role of Pediatrician - Zarutskie
- ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (1)	4 (2)	5 (22)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (1)	4 (4)	5 (20)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3 (4)	4 (3)	5(18)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1 (2)	2 (1)	3 (4)	4 (7)	5 (11)

9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator

7. Friday: 10:30 - 12:00

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
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(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (5)	5 (9)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (1)	3 (1)	4 (5)	5 (8)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2 (1)	3 (2)	4 (5)	5 (5)

(d) The presenter allowed time for questions and provided answers that were:

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- ☐ Developing Social Aspects of Sexuality - Isley
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(a) The presentation was:

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1	2	3 (1)	4 (2)	5 (22)

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Not valuable/useful				Very valuable/useful
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Not practical				Very practical
1	2	3 (4)	4 (3)	5(18)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1 (2)	2 (1)	3 (4)	4 (7)	5 (11)

9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator
☐ Support Staff ☐ Other (list job title)_____

11. *Please write below any additional comments on your reactions to the Conference or any ideas for the organization, topics, etc. of further conferences/workshops in the area.*

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 2 3 4 5

2. The Conference was:
   Not well organized — Very well organized
   1 2 3 4 5

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 2 3 4 5

4. The General Session provided information that was:
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   1 2 3 4 5

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

   ☐ Early Ed. - Issues in 1980'S - Osteen, Rogers

   ☐ Organizing/Implementing Volunteer Programs - Bradshaw, Brna

   ☒ Interagency Coordination - Program Model - Harrison, Averette

   ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley

   ☐ Itinerant Speech/Language Services - Jones, Ray, Steele

   ☐ Parent Conferencing Skills - Blackburn

   (a) The presentation was
   Not well prepared — Very well prepared
   1 2 (1) 3 (1) 4(5) 5 (1)

   (b) Information presented in the session was:
   Not valuable/useful — Very valuable/useful
   1 2 (1) 3 (2) 4 (3) 5 (2)

   (c) Information presented in the session had practical application to my specific job setting:
   Not practical — Very practical
   1 2 3 (3) 4 (1) 5 (4)

   (d) The presenter allowed time for questions and provided answers that were:
   Inadequate — Very adequate
   1 2 3 (2) 4 (2) 5 (4)

6. Friday: 8:30 - 10:00

   ☐ Linking Developmental Assessment to Curricula - Part I - Johnson

   ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard

   ☒ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy

   ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann

   ☐ Working with Nonambulatory Children - Larin

   ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

Early Education of the Handicapped - Training Conference

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   ☐ Itinerant Speech/Language Services - Jones, Ray, Steele

   ☐ Parent Conferencing Skills - Blackburn

   (a) The presentation was
   Not well prepared 1 2 (1) 3 (1) 4(5) 5 (1) Very well prepared

   (b) Information presented in the session was:
   Not valuable/useful 1 2 (1) 3 (2) 4 (3) 5 (2) Very valuable/useful

   (c) Information presented in the session had practical application to my specific job setting:
   Not practical 1 2 3 (3) 4 (1) 5 (4) Very practical

   (d) The presenter allowed time for questions and provided answers that were:
   Inadequate 1 2 3 (2) 4 (2) 5 (4) Very adequate

6. Friday: 8:30 - 10:00

   ☐ Linking Developmental Assessment to Curricula - Part I - Johnson

   ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard

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   ☐ Working with Nonambulatory Children - Larin

   ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

   (a) The presentation was:
   Not well prepared 1 2 3 (3) 4 (6) 5 (6) Very well prepared

   (b) Information presented in the session was:
   Not valuable/useful 1 (1) 2 3 (3) 4 (6) 5 (5) Very valuable/useful

   (c) Information presented in the session has practical application to my specific job setting:
   Not practical 1 2 (3) 3 (2) 4 (7) 5 (3) Very practical

   (d) The presenter allowed time for questions and provided answers that were:

7. Friday: 10:30 - 12:00

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☒ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☐ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (4)	5 (18)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (2)	3	4 (7)	5 (13)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1 (1)	2 (1)	3	4 (6)	5 (14)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3	4 (7)	5 (15)

8. Friday: 1:30 - 3:00

- ☐ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley
- ☒ Parent Conferencing Skills - Blackburn
- ☐ Augmentative Communication - Porter
- ☐ Role of Pediatrician - Zarutskie
- ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (3)	4 (6)	5 (12)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (4)	4 (5)	5 (12)

(c) Information presented in the session had practical application to my specific job setting:

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(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1(1)	2 (2)	3 (6)	4 (4)	5 (8)

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(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (4)	5 (18)

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1	2 (2)	3	4 (7)	5 (13)

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(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (3)	4 (6)	5 (12)

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WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

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- ☐ Itinerant Speech/Language Services - Jones, Ray, Steele
- ☐ Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared — Very well prepared
1 (1) 2 (1) 3 (2) 4 (15) 5 (8)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 (1) 2 (3) 3 4 (10) 5 (9)

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(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
1 2 (2) 3(3) 4 (14) 5 (8)'

6. Friday: 8:30 - 10:00

- ☐ Linking Developmental Assessment to Curricula - Part I - Johnson
- ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard
- ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
- ☒ Preschool Screening Programs - Brookshire, Stillwell, Mann
- ☐ Working with Nonambulatory Children - Larin
- ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

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   1 2 3 4 5

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(a) The presentation was
Not well prepared — Very well prepared
1 (1) 2 (1) 3 (2) 4 (15) 5 (8)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
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Not practical — Very practical
1 2 (2) 3(6) 4(7) 5 (2)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate

7. Friday: 10:30 - 12:00

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
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- ☐ Developing Social Aspects of Sexuality - Isley
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(a) The presentation was:

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1	2	3 (4)	4 (4)	5 (8)

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Not practical				Very practical
1	2 (3)	3 (6)	4 (3)	5 (4)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3 (4)	4 (6)	5 (6)

8. Fri[illegible]: 1:30 - 3:00

- ☐ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley
- ☐ Parent Conferencing Skills - Blackburn
- ☒ Augmentative Communication - Porter
- ☐ Role of Pediatrician - Zarutskie
- ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (2)	4 (15)	5 (7)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (1)	3 (3)	4 (11)	5 (9)

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1	2 (3)	3 (6)	4 (3)	5 (4)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3 (4)	4 (6)	5 (6)

8. Fri : 1:30 - 3:00

- ☐ Developing Social Aspects of Sexuality - Isley
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   Not at all valuable — Very valuable
   1 2 3 4 5

2. The Conference was:
   Not well organized — Very well organized
   1 2 3 4 5

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 2 3 4 5

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
   1 2 3 4 5

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

- ☐ Early Ed. - Issues in 1980'S - Osteen, Rogers
- ☐ Organizing/Implementing Volunteer Programs - Bradshaw, Brna
- ☐ Interagency Coordination - Program Model - Harrison, Averette
- ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley
- ☒ Itinerant Speech/Language Services - Jones, Ray, Steele
- ☐ Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared — Very well prepared
1 2 (1) 3 (1) 4 (21) 5 (9)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 (1) 2 (2) 3 (6) 4 (1) 5 (6)

(c) Information presented in the session had practical application to my specific job setting:
Not practical — Very practical
1 (3) 2 (3) 3 4 (2) 5 (7)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
1 2 (1) 3 (2) 4 (3) 5 (9)

6. Friday: 8:30 - 10:00

- ☐ Linking Developmental Assessment to Curricula - Part I - Johnson
- ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard
- ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
- ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
- ☒ Working with Nonambulatory Children - Larin
- ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 2 3 4 5

2. The Conference was:
   Not well organized — Very well organized
   1 2 3 4 5

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 2 3 4 5

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
   1 2 3 4 5

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- ☒ Itinerant Speech/Language Services - Jones, Ray, Steele
- ☐ Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared — Very well prepared
1 2 (1) 3 (1) 4 (21) 5 (9)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 (1) 2 (2) 3 (6) 4 (1) 5 (6)

(c) Information presented in the session had practical application to my specific job setting:
Not practical — Very practical
1 (3) 2 (3) 3 4 (2) 5 (7)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
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6. Friday: 8:30 - 10:00

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- ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard
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- ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
- ☒ Working with Nonambulatory Children - Larin
- ☐ Assessment/Programming for Birth to Two-Year-Olds - Dunst

(a) The presentation was:
Not well prepared — Very well prepared
1 2 3 4 (2) 5 (9)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 2 3 4 (2) 5 (9)

(c) Information presented in the session has practical application to my specific job setting:
Not practical — Very practical
1 2 3 4 (5) 5 (6)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☐ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☒ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (4)	5 (3)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (1)	3 (2)	4 (2)	5 (2)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1 (1)	2	3 (3)	4 (2)	5 (2)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
	2 (2)	3 (1)	4 (2)	5 (2)

8. Friday: 1:30 - 3:00
   - ☐ Developing Social Aspects of Sexuality - Isley
   - ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley
   - ☐ Parent Conferencing Skills - Blackburn
   - ☐ Augmentative Communication - Porter
   - ☒ Role of Pediatrician - Zarutskie
   - ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (1)	4 (2)	5 (2)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3	4 (4)	5 (1)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3 (1)	4 (2)	5 (2)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3	4	5 (5)

9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
   ☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator
    ☐ Support Staff ☐ Other (list job title)

Preston

- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☐ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☒ Developing Social Aspects of Sexuality - Isley
- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (4)	5 (3)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2 (1)	3 (2)	4 (2)	5 (2)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1 (1)	2	3 (3)	4 (2)	5 (2)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
	2 (2)	3 (1)	4 (2)	5 (2)

8. Friday: 1:30 - 3:00

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- ☐ Dealing with Extreme Behavior in EH Young Children - Wimberley
- ☐ Parent Conferencing Skills - Blackburn
- ☐ Augmentative Communication - Porter
- ☒ Role of Pediatrician - Zarutskie
- ☐ Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (1)	4 (2)	5 (2)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3	4 (4)	5 (1)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3 (1)	4 (2)	5 (2)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3	4	5 (5)

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☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator
☐ Support Staff ☐ Other (list job title)_____

11. *Please write below any additional comments on your reactions to the Conference or any ideas for the organization, topics, etc. of further conferences/workshops in the area.*

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable — Very valuable
   1 2 3 4 5

2. The Conference was:
   Not well organized — Very well organized
   1 2 3 4 5

3. The training topics selected for the Conference were:
   Not appropriate — Very appropriate
   1 2 3 4 5

4. The General Session provided information that was:
   Not adequate or beneficial — Very adequate and beneficial
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WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

5. Thursday: 2:45 - 4:15

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- ☐ Organizing/Implementing Volunteer Programs - Bradshaw, Brna
- ☐ Interagency Coordination - Program Model - Harrison, Averette
- ☐ Programs for Moderately/Severely Handicapped - Livengood, Hastings, Brantley
- ☐ Itinerant Speech/Language Services - Jones, Ray, Steele
- ☒ Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared — Very well prepared
1 2 3 (2) 4 (5) 5 (11)

(b) Information presented in the session was:
Not valuable/useful — Very valuable/useful
1 2 3 (2) 4 (8) 5 (8)

(c) Information presented in the session had practical application to my specific job setting:
Not practical — Very practical
1 2 3 (4) 4 (6) 5 (8)

(d) The presenter allowed time for questions and provided answers that were:
Inadequate — Very adequate
1 2 3 (6) 4 (5) 5 (7)

6. Friday: 8:30 - 10:00

- ☐ Linking Developmental Assessment to Curricula - Part I - Johnson
- ☐ Preschool Classroom - Workable Daily Schedule - Part I - Woodard
- ☐ Paraprofessional and Preschool Child - Buchanan, Glen, McCoy
- ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
- ☐ Working with Nonambulatory Children - Larin
- ☒ Assessment/Programming for Birth to Two-Year-Olds - Dunst

EVALUATION FORM

Early Education of the Handicapped - Training Conference

Please circle the following items with the rating you consider to be most appropriate with 1 being least appropriate and 5 being most appropriate.

1. In general, the Training Conference was:
   Not at all valuable 1 2 3 4 5 Very valuable

2. The Conference was:
   Not well organized 1 2 3 4 5 Very well organized

3. The training topics selected for the Conference were:
   Not appropriate 1 2 3 4 5 Very appropriate

4. The General Session provided information that was:
   Not adequate or beneficial 1 2 3 4 5 Very adequate and beneficial

WORKSHOPS: Check below each of the workshops you attended. Then respond to the questions as they relate to each workshop.

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- ☐ Itinerant Speech/Language Services - Jones, Ray, Steele
- ☒ Parent Conferencing Skills - Blackburn

(a) The presentation was
Not well prepared 1 2 3 (2) 4(5) 5(11) Very well prepared

(b) Information presented in the session was:
Not valuable/useful 1 2 3 (2) 4(8) 5 (8) Very valuable/useful

(c) Information presented in the session had practical application to my specific job setting:
Not practical 1 2 3 (4) 4 (6) 5(8) Very practical

(d) The presenter allowed time for questions and provided answers that were:
Inadequate 1 2 3 (6) 4 (5) 5(7) Very adequate

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- ☐ Preschool Screening Programs - Brookshire, Stillwell, Mann
- ☐ Working with Nonambulatory Children - Larin
- xx Assessment/Programming for Birth to Two-Year-Olds - Dunst

(a) The presentation was:
Not well prepared 1 2 3(2) 4 (3) 5 (11) Very well prepared

(b) Information presented in the session was:
Not valuable/useful 1 2 3(2) 4 (4) 5 (10) Very valuable/useful

(c) Information presented in the session has practical application to my specific job setting:
Not practical 1 2 3 (2) 4(5) 5(9) Very practical

(d) The presenter allowed time for questions and provided answers that were:
Inadequate (1) 115 (8) Very adequate (9)

☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston

☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard

☐ Fine/Gross Motor Activities - Glen, McCoy

☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway

☐ Developing Social Aspects of Sexuality - Isley

XX Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (5)	5 (18)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (3)	4 (7)	5 (12)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3 (3)	4 (7)	5 (12)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
1	2	3 (4)	4 (7)	5 (12)

8. Friday: 1:30 - 3:00

☐ Developing Social Aspects of Sexuality - Isley

☐ Dealing with Extreme Behavior in EH Young Children - Wimberley

☐ Parent Conferencing Skills - Blackburn

☐ Augmentative Communication - Porter

☐ Role of Pediatrician - Zarutskie

XX Storytelling Skills - Fabrizio

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3 (1)	4 (6)	5 (5)

(b) Information presented in the session was:

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1	2	3 (1)	4 (6)	5 (5)

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1	2	3 (2)	4 (6)	5 (4)

(d) The presenter allowed time for questions and provided answers that were:

Inadequate				Very adequate
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9. Agency represented: ☐ LEA ☐ Head Start ☐ Day Care
☐ Other _____

10. I am: ☐ Teacher ☐ Paraprofessional (aide) ☐ Administrator
☐ Support Staff ☐ Other (list job title)_____

7. Friday: 10:30 - 12:00

- ☐ Linking Developmental Assessment to Curricula - Part II - Johnson, Sturm, Preston
- ☐ Preschool Classroom - Workable Daily Schedule - Part II - Woodard
- ☐ Fine/Gross Motor Activities - Glen, McCoy
- ☐ Centerbased Speech/Language Programs - Smith, Merritt, Bins-Hattaway
- ☐ Developing Social Aspects of Sexuality - Isley
- ☒ Dealing with Extreme Behavior in EH Young Children - Wimberley

(a) The presentation was:

Not well prepared				Very well prepared
1	2	3	4 (5)	5 (18)

(b) Information presented in the session was:

Not valuable/useful				Very valuable/useful
1	2	3 (3)	4 (7)	5 (12)

(c) Information presented in the session had practical application to my specific job setting:

Not practical				Very practical
1	2	3 (3)	4 (7)	5 (12)

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Inadequate				Very adequate
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8. Friday: 1:30 - 3:00

- ☐ Developing Social Aspects of Sexuality - Isley
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11. *Please write below any additional comments on your reactions to the Conference or any ideas for the organization, topics, etc. of further conferences/workshops in the area.*

Pitt County Schools

Presiding: Dr. Ellen Voland
Governor's Office of Citizen Affairs

:00 a.m. 11:30 a.m. **Concurrent Sessions**

—**Ages and Stages of Development in Elementary Children** ..... East Room
Charlotte C. Purvis
Fellow, Bush Institute for Child and Family Policy
Frank Porter Graham Child Development Center
University of North Carolina, Chapel Hill

Presiding: Phil Tate, Community Schools
Guilford County Schools

—Interpersonal Communications ..... Ballroom B
Rudy Buckman
Research Associate
Developmental Disabilities Training Institute
University of North Carolina, Chapel Hill

Presiding: Brenda Gilbert, Community Schools
Scotland County Schools

—Volunteering with Exceptional Children ..... West Room
Carolyn Perry
Chief Consultant, Early Childhood of the Handicapped
Division of Exceptional Children
N. C. Department of Public Instruction

Presiding: Jim Marsh, Vice President
Marsh Furniture, High Point
North Carolina School Volunteer Program, Inc.

—Upgrading Volunteer Programs .... Ballroom A
Kathy Wells, Volunteer Coordinator
Richard Voso, Principal
Brevard Elementary School
Mary Morgan, Volunteer Coordinator
Andy Canady, Assistant Superintendent
Onslow County Schools

Presiding: Dr. Paul Kussrow, Director
Center for Community Education
Appalachian State University

30 a.m.-12:30 p.m. **Business Session** ..... Ballroom
North Carolina School Volunteer Program, Inc.

30 p.m. **Closing**

30 p.m. **Community Schools Task Force Meeting** ..... West Room

00 p.m. **Volunteer Specialists' Meeting** .. Regional Center Council Room

STATEWIDE SCHOOL VOLUNTEER CONFERENCE

April 27-28, 1982

Americana Inn

Greensboro, North Carolina

ATTACHMENT 3b

— SPONSORS —

North Carolina School Volunteer Program, Inc.
Governor's Office of Citizen Affairs
N. C. Department of Public Instruction
Division of Community Schools & Division for Exceptional Child

esday—April 27

30 **a.m.-11:30 a.m.** **Board Meeting** ..... **West** Room
North Carolina Association for Community Education

00 a.m.-12:00 noon Registration ..... Mezzanine

:00 p.m.- 1:30 p.m. General Session/Luncheon ..... Ballroom

Keynote:
Dr. John Novak
Brock University
St. Catharines, Ontario

Closing Remarks:
"School Volunteers: Investors in a Brighter Future"
Sandra Gray
Executive Director
National School Volunteer Program, Inc.

Presiding: Kay Shields, President
North Carolina School Volunteer Program, Inc.

:00 p.m.- 3:30 p.m. Concurrent Sessions

—Ages and Stages of Development in Elementary Children ..... East Room

Ruth Royster
Home-School Resource Teacher
Frank Porter Graham Child Development Center
University of North Carolina, Chapel Hill

Dr. Frances Campbell
Psychologist
Frank Porter Graham Child Development Center
University of North Carolina, Chapel Hill

Presiding: Kelly Cobb, Community Schools
Shelby City Schools

—Interpersonal Communications ..... **Ballroom B**

Rudy Buckman
Research Associate
Developmental Disabilities Training Institute
University of North Carolina, Chapel Hill

Presiding: Rasma Rusch, Board Member
North Carolina School Volunteer Program, Inc.

—Volunteering with Exceptional Children ..... **West Room**

Carolyn Perry
Chief Consultant, Early Childhood of the Handicapped
Division of Exceptional Children
N. C. Department of Public Instruction

Presiding: Dr. Henry Cameron
Chairman of Administration, Supervision, and Post Secondary Education; Director, Center of Community Education, A&T State University

Kathy Wells, Volunteer Coordinator
Richard Voso, Principal
Brevard Elementary School
Mary Morgan, Volunteer Coordinator
Andy Canady, Assistant Superintendent
Onslow County Schools

Presiding: Donna Dyer, Board Member
North Carolina School Volunteer Program, Inc.

3:45 p.m.- 5:15 p.m. General Session ..... Ball
"Secondary Level: Programs In Progress"

—Career Development
Brenda Roser
Guidance Counselor
Davidson County Schools

—Peer Tutoring
Brenda Molner
Guidance Counselor
Winston-Salem/Forsyth County Schools

—Peer Counseling
Barbara Arnold
Director, Pupil Personnel and Testing
Randolph County Schools

—Project Rebound
Sue Thorne
Counseling, Garner Senior High
Wake County Schools

—Partners Program
Dr. Richard Jewell
Principal, Broughton Senior High
Wake County Schools

Presiding: Dr. James Clarke, Director
Division of Community Schools
N. C. Department of Public Instruction

5:30 p.m.- 6:00 p.m. Swap Shop ..... West R

Wednesday—April 28

8:30 a.m.- 9:30 a.m. General Session ..... Ball
"Partnerships"

—Tom Morrow
Division Public Affairs Manager
Carolina Telephone and Telegraph Co., Inc.
New Bern

—Janie Wood
Professional Engineers of North Carolina
Southern Bell, Inc.
Raleigh